Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
October 4-5, 2017

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman

A.L. Collins, Vice Chairman

Eric Davis

Todd Chasteen

Gregory Alcorn

Wayne McDevitt

Rebecca Taylor

Patricia Willoughby

Olivia Oxendine

Reginald Kenan

Amy White

Also present were:

State Superintendent Mark Johnson

Freddie Williamson, Superintendent Advisor (Interim)

Amanda Bell, Local Board Member Advisor

Jason Griffin, Principal of the Year Advisor

Bobbie Cavnar, Teacher of the Year Advisor

Lisa Godwin, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

Chairman Cobey called the Wednesday session of the October 2017 State Board of Education (SBE) meeting to order and declared the Board in official session. Chairman Colby welcomed all visitors and online listeners and noted that today's meeting was audiostreamed and the agenda and all materials are posted online, accessible through the DPI website, www.ncpublicschools.org on the "SBE Meetings" link.

Chairman Cobey congratulated DPI staff for finalizing and submitting North Carolina's Every Student Succeeds Act application to the US Department of Education on September 18, the deadline set by USED. He thanked all the staff who played a key role in completing the application. Chairman Cobey noted that the staff incorporated Board member feedback as well as feedback from our external partners. Chairman Cobey also noted that the plan can be amended and will continue to evolve over the next few years, so they look forward to the opportunities that will come with the implementation of our ESSA plan.

Chairman Cobey stated that when the State Board of Education convened for the September meeting, they asked for your thoughts and prayers for the citizens of Texas and Louisiana. He asked today that you continue to remember them; but, unfortunately, now we must add to the list and ask for thoughts and prayers for the citizens of Florida, Puerto Rico, the US Virgin Island, and Las Vegas. We in North Carolina are all too familiar with the tragedies that can come along with strong hurricanes.

Chairman Cobey read the Ethics Statement that is required: In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if during the meeting members became aware of an actual or apparent conflict of interest, they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter. Chairman Colby reminded everyone that the Board's official meeting day is the first Thursday of the month and is the day that voting will occur on our action items. The Wednesday preceding the official meeting is the day for committee meetings when most of the in-depth discussions occur.

APPROVAL OF AGENDA

As the first order of business, Chairman Cobey noted that Board members have seen the agenda for October and have had the opportunity to review it, and asked if there were any requests for changes. He requested a motion for approval.

Discussion/Comments:

• There was no further discussion.

All Upon motion made by <u>Ms. Tricia Willoughby</u>, and seconded by <u>Ms. Rebecca Taylor</u>, the Board voted unanimously to approve the State Board of Education meeting agenda for October 4-5, 2017.

Chairman Cobey then recognized Mr. Eric Davis, Committee Chair for the Student Learning and Achievement Committee.

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric Davis, Chair, and Dr. Olivia Holmes Oxendine, Vice Chair)

SLA Committee Chair Eric Davis called the October 2017 Student Learning and Achievement Committee meeting to order.

ACTION ON FIRST READING

SLA 1 - Report to the North Carolina General Assembly: Four-Year Cohort Graduation Rate

SBE Strategic Plan:

Goal: Every student has a personalized education

Objective 2.5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Karla Casteen (Interim Director, K-3 Literacy)

Description:

The North Carolina Read to Achieve law (S.L. 2012-142 Section 7A) states that "The State Board of Education shall establish a uniform format for local boards of education to report the required information listed in subsection (a) and (b) of this section and shall provide the format to local boards of education no later than 90 days prior to the annual due date. The State Board of Education shall compile annually this information and submit a State-level summary to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Joint Legislative Education Oversight Committee by October 15 of each year, beginning with the 2014-15 school year."

Subsection (a) includes the state-wide numbers and percentages of students who demonstrate and do not demonstrate proficiency on the third-grade End-of-Grade (EOG) test for reading, students who take and pass an alternative assessment of reading comprehension, students who are retained for not demonstrating reading proficiency, and students who are exempt from retention for a Good Cause Exemption. This subsection also includes the number and percentage of first and second graders demonstrating and not demonstrating reading comprehension at grade level.

Subsection (b) includes a description of all reading interventions provided to students who have been retained and the number of first and second-grade students attending a reading camp offered by the local board.

Recommendations:

The State Board of Education is asked to accept the report to the General Assembly Joint Legislative Education Oversight Committee on Read to Achieve Program Accountability Measures

- SLA Committee Chair Mr. Eric Davis recognized Dr. Maria Pitre-Martin to introduce the new interim Director for K-3 Literacy, Ms. Karla Casteen.
- Ms. Casteen stated that the Read to Achieve legislation requires an annual report in the accountability measures. She noted that
 each district submits intervention practices for children who have been retained or have gone on into the fourth-grade transition
 or accelerated classes.
- Ms. Casteen shared the accountability measures from the state-wide reading camp data required by legislation.
- She also shared the breakdown by district of the numbers for third grade, summary, and individual data for interventions.

- Ms. Casteen highlighted specific districts with success in moving the needle for children. She referenced page 39, with a list of schools and what they have done for intervention.
- She also shared that some common threads across the intervention analysis was that almost every district had moved children forward; has shown some progress with schools exceeding growth, including direct and focused instruction on the foundational skills of reading, used small group instruction; NC SIP; and talked about extra intervention time and tutors being offered.
- Pages 160-161 included the first and second-grade camp information and proficiency levels.
- Dr. Oxendine asked if this data will be shared with Dr. Hall in the Innovative School District project. Ms. Casteen replied yes it will be.
- Mr. Alcorn asked if there was a variable cost. Ms. Casteen replied that she did not have that information with her but would provide that information later.
- Mr. Collins asked about the large numbers of children being held back, and about our strategies for districts in which large numbers of students are held back. Ms. Casteen stated that the K-3 Literacy Division was not a monitoring division, but that they provide support. She added that they spend a lot of time in low-performing schools, low-performing districts and with teacher preparation and professional development every day. Mr. Collins would like to have further discussion and comments on strategies to reduce this issue.

This item is presented for Action on First Reading during the October 2017 State Board of Education meeting. (See Attachment SLA 1)

ACTION ON FIRST READING

SLA 2 - Changes to the 2016-17 Accountability Data

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Tammy Howard (Director, Accountability Services)

Description:

Changes to the 2016–17 accountability data will be presented to the State Board of Education (SBE) for Action on First Reading at the October 2017 meeting.

Recommendations:

It is recommended that the State Board of Education approve the changes to the 2016–17 Accountability Data.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tammy Howard to present this item.
- Dr. Howard stated these changes are an annual occurrence that follow the September release of the accountability data.
- During the correction window LEA and charter schools submit data corrections, which, once confirmed, are presented to the State Board of Education. All the corrections are for subgroup participation.
- Dr. Howard shared that, with these data corrections, the requesting schools are now meeting their 95% participation for the specified subgroup.

This item was presented for Action on First Reading during the October 2017 State Board of Education meeting. (See Attachment SLA 2)

DISCUSSION

SLA 3 – Report to the North Carolina General Assembly: Four-Year Cohort Graduation Rate

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Tammy Howard (Director, Accountability Services)

Description:

Senate Bill 1246, Session Law 2010-111 directed the State Board of Education to develop a growth model for establishing short-term annual goals for improving the four-year cohort graduation rate and to establish a long-term goal of increasing the statewide four-year cohort graduation rate to one hundred percent. The State Board of Education is also required to report annually on progress toward graduation benchmarks and include strategies and recommendations for achieving those benchmarks. In September 2006, the State Board of Education established the expectation that one hundred percent of the students in North Carolina should graduate from high school when the Board adopted its mission that every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century.

The attached annual report on the Four-Year Cohort Graduation Rate provides the state-level data and district-level data for the 2016–17 school year.

Recommendations:

It is recommended that the State Board of Education approve the report as written.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tammy Howard to present this item.
- Dr. Howard stated that this is an annual report required by the General Assembly on the four-year cohort graduation rate. She reminded the Board that the rate for 2016–17 was 86.5%, which did not meet the State Board's goal of 89%.
- Dr. Howard noted that this report provides the district-level cohort graduation rate for all the school districts in the state, of which 39 LEAs exceeded the 89%.

This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 3)

DISCUSSION

SLA 4 – Financial Literacy Elective Course Pilot

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Delores Ali (Section Chief, Career and Technical Education)

Description:

Session Law 2017-57 requires a three-year Financial Literacy Elective Course Pilot Program to be established. The purpose of the Program is to determine the value of an in-depth high school elective course on personal financial literacy and the extent to which

the course can provide high school students with the detailed knowledge and skills needed to become self-supporting and to make critical decisions regarding their personal finances. The program shall authorize and assist the selected local school administrative units in the implementation of a high school elective course on personal financial literacy. This course shall serve as an in-depth supplement to the instruction in personal financial literacy required pursuant to G.S. 115C 81(i). The components of the elective course shall include, at a minimum, detailed information on personal banking, credit card finance, student loan financing, mortgages, credit scoring and credit reports, borrowing money for an automobile or other large purchase, and best practices in personal finance.

The CTE Division currently supports, and the SBE has approved, a CTE course, Personal Finance, that meets the requirement of the legislation. The attached report details the support for the legislation by the current resources. CTE will continue to work with stakeholders to evaluate the course content, instructional resources, and make adjustments/recommendations as needed.

Recommendations:

CTE staff welcomes input from the SBE on the contents of the report.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Marie Pitre-Martin who then introduced Ms. Delores Ali for this item.
- Ms. Ali highlighted how the submitted report details the CTE state-approved course, entitled Personal Finance, and how this course meets the requirements Session Law 2017 57.
- Ms. Ali stated that the Personal Finance elective was available to all LEAs and charter schools in grades 9-12, and was counted as a credit towards the CTE career clusters.
- She shared the enrollment data for school year 2016–17, as well as the current school year, and noted a significant increase in enrollment.
- Page 4, table 2 includes a comparison of required topics to the standards already approved and covered in the Personal Finance course.
- Ms. Ali discussed the Personal Finance course performance based on the percentage of questions answered correctly on the CTE state post-assessment for the course.
- She also talked about the crosswalk financial literacy elective, Personal Finance Course and financial literacy certifications, including Everfi and WISE. Ms. Ali noted the number of credentials earned during the 2016-17 school year.
- Mr. Alcorn asked if the course shows students how to read a paycheck. Ms. Ali replied yes, it is included.
- Ms. White asked if any of this information was offered as a general education component for all our high school students. Ms. White added that it seems that this should be a requirement. Ms. Ali responded that this course was intended to be a supplement to what was already required in the Civics and Economics Course.

This item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 4)

DISCUSSION

SLA 5 - Career and Technical Education Essential Standards

SBE Strategic Plan:

Goal 3: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 3.1: Graduate students pursuing a CTE concentration prepared for careers.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mrs. Kimberly MacDonald (Senior Analyst, Division of Career and Technical Education)

Description:

CTE reviews and revises standards for courses every five years following an approved process. Some courses require revisions more often due to the technical nature of the content and the rate of change within certain industries. Based on these reviews, from time to time DPI finds that some courses are no longer relevant to industry trends and recommends removal of those courses from CTE Essential Standards. Similarly, when we discover gaps in offering new courses they are recommended for addition to the Essential Standards. It is important to remember that when courses are removed from state standards, LEAs may choose to offer

similar content as Local Course Options to meet local needs. Students may also utilize CTE Advanced Studies to continue skill development.

DPI is recommending the following course updates for the 2018-2019 school year Essential Standards document:

- A global course description revision to the work-based learning opportunity descriptions for each course to build clarity for end users.
- In the Trade and Industrial Education area, the addition of Advanced Manufacturing I and II due to a skills gap identified by business and industry in the Manufacturing cluster for the state.
- It is recommended that the Woodworking III course be removed from the Essential Standards due to low enrollments statewide. The Woodworking III course would still be available for systems that would like to offer it as a Local Course Option.

Recommendations:

It is recommended that the School Board provide feedback and input on the proposed changes and return the Essential Standards document for approval at the November 2017 meeting.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Maria Pitre-Martin who then introduced Ms. Kimberly MacDonald for this item.
- Ms. MacDonald talked about revisions of our Essential Standards and noted that the Essential Standards was used as a communication with the field, so that they can understand what our updates are for state supported courses.
- She provided an overview of the revisions to this document they took what already existed in current courses and made it easier for the public to read. Titles are now hyperlinked directly to the standards for each course.
- On pages 3-6, she highlighted the work-based learning opportunities with reference to the in-depth descriptions.
- Ms. MacDonald noted the course additions around Advanced Manufacturing I & II.
- She stated that currently in the 2017-18 school year there are 890 students across our state taking these courses.
- Ms. MacDonald also noted that there was one course removal Woodworking II which was primarily due to enrollment trends.
- Dr. Oxendine asked if they require an apprenticeship or job shadowing experiences. Ms. MacDonald responded that they are not required, but are highly encouraged.

This item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 5)

DISCUSSION

SLA 6 - 2016-17 Career and Technical Education Credentials Report

our numbers have grown from 24,782 that year to 160,224 in 2016-17.

SBE Strategic Plan:

Goal 3: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 3.1: Graduate students pursuing a CTE concentration prepared for careers.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mrs. Kimberly MacDonald (Senior Analyst, Division of Career and Technical Education)

The North Carolina Career and Technical Education 2016-17 Credentialing Data Report offers an accounting of information collected from the administration of different assessments in which students earned credentials. The raw data is disaggregated by local education agency, district, state, and industry credential. This data will be used to improve instruction. This Credentialing Data report is also required pursuant to Session Law 2013-360. The 2016 budget allotted funds to enable secondary students to participate in credential exams and requires NCDPI to report to the Joint Legislative Education Oversight Committee on the number of CTE students who (i) earn community college credit and (ii) related industry certifications and credentials. There has been a dramatic increase in the number of credentials earned since DPI began collecting data in 2010-11, and

Recommendations:

DPI staff recommends that the State Board of Education approve the report as submitted.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Maria Pitre-Martin who then introduced Ms. Kimberly MacDonald for this item.
- Ms. MacDonald reported that we have reached 160,224 credentials for 2016-17 school year, which represented a tremendous growth and exceeded the SBE goal of 144,700 for credentials earned. This growth shows 53% increase in the past five years.
- She noted that the top credentials earned, included Microsoft Office which reached 57,000 earned, among others.
- Ms. MacDonald also shared the LEAs that earned the highest number of credentials -- Wake County, Cumberland County, and Union County were the top three.
- The top credential percentage earned was based on the number of credentials earned as a percentage of CTE course enrollment for courses aligned to a credential. Please note that for some CTE courses, students can earn multiple credentials for the same course. An example is the CTE course 'BM10: Microsoft Word and Power Point', which is aligned to the Microsoft Word credential and the Microsoft Power Point credential. Students enrolled in the 'BM10: Microsoft Word and Power Point' could earn both credentials and so the counts reflect each credential earned. The percentage of credentials earned in Bladen County was over 100% and is reflective that students earned more than one credential in their credential bearing courses.
- Ms. MacDonald shared that Harnett County students were in the top 10 with credentials earned with 3,487 of their students earning credentials 81% of their students are earning industry-recognized credentials.
- Dr. Williamson asked about relationships with community colleges on dual credits. Ms. MacDonald replied, that they do have relationships and referenced the articulation agreements with community colleges.

This item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 6)

DISCUSSION

SLA 7 - Council on Educational Services for Exceptional Children - Annual Report

SBE Strategic Plan:

Goal 2: Every student has a personalized education plan.

Objective 1: Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mr. William J. Hussey (Director, Exceptional Children)

Description:

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities. This item presents the SBE with the Council's 2016-17 Annual Report.

Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the State.

In accordance with State Board of Education policy, the Council has 25 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, fourteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

Recommendations:

The State Board of Education is provided the Council's Annual Report for information.

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Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Mr. Hussey for this item.
- Mr. Hussey stated that the Council on Educational Services for Exceptional Children was a required Council through IDEA.
- He noted that this item presents the SBE with the Council's 2016-17 Annual Report and was a placeholder. Mr. Hussy reminded the Board that the Council consist mostly of volunteer parents.
- Mr. Hussey also shared that the Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities. He added that they are working with DPI to help identify those unmet needs.

This item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 7)

DISCUSSION

SLA 8 – SCOS-012: Review and Revision Process for the NC Standard Course of Study

Policy Implications: SBE#SC0S-012

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work,

further education, and citizenship.

Objective 1.2: Graduate students prepared for post-secondary education.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tiffany Perkins (Director Curriculum, Instruction and Standards)

Description:

Policy SCOS-012 is intended to guide the review, revision and implementation of the NC Standard Course of Study. The Division of K-12 Standards, Curriculum and Instruction has used this policy to guide the development of recommended changes to the most recently adopted K-12 math and K-12 English Language Arts (ELA) standards. As a result, we are recommending updating the policy to bring clarity to the purpose of the policy and steps required for review, revision and implementation of new standards.

Recommendations:

It is requested that the State Board discuss the proposed changes.

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tiffany Perkins for this item.
- Dr. Perkins highlighted the main steps used to revise the NC Standard Course of Study.
- Content area experts on staff met to review the feedback from the most recent process and made recommendations to improve the clarity of policy language for reviewing, revising and implementing content standards in any subject/area.
- Dr. Perkins talked about the clarification and purpose of the policy title, removing the word "curriculum" from the title.
- She noted some of the language changes removing curriculum and replacing the word "teacher" with "educator" to be more inclusive.
- She also noted that DPI recommended that they change from every five years to every five to seven years to review and/or revise based on research of practices in other states.
- Dr. Perkins stated that for the review process, the steps that staff would facilitate there are some additional details. Step number one was to collect public and peer review feedback. Steps 1-11 will be considered by the Board for the revision process. She noted that they will also create an implementation plan.
- Dr. Oxendine commented that this would be very helpful to the LEAs. Dr. Oxendine asked if steps 1-5 be part of the five-seven-year window. Dr. Perkins replied that they would expect the review to begin within the five-seven-year window.
- Chairman Cobey thanked Dr. Perkins for her leadership. He shared with the Board that we are losing her to Guilford County.
- Ms. Willoughby commented that she was happy to see the clarifications made.
- Superintendent Johnson also thanked Dr. Perkins for her hard work on defining the process that would be used to review and/or revise standards. He raised one concern for the Board to consider while reviewing this policy. Superintendent Johnson commented about the reviewing once every 5-7 years would not allow frequent feedback on the standards. He reminded the Board about the serious discussion and concerns where almost half of the Board voted against those math standards. He added that there were conversions about how there would be continuous improvement and they would continually be looked at.

Superintendent Johnson commented that it might happen, but it was not apparent in this policy and he would like to encourage that. He stated that he would like for the Board to consider adding some language. Mr. Davis commented that they would be open to considering the language that the Superintendent and his staff might prepare and send to them before it goes for action next month.

This item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 8)

DISCUSSION

SLA 9 – Approval of the Policy and Operational Procedures Manual for the Education Service for the Deaf and Blind. SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship

Objective 1.2: Graduate students prepared for post-secondary education

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers

Goal 2: Every student has a personalized education

Objective 2.2: Increase the number of teachers and students using digital learning tools

Objective 2.3: Increase the number of schools designated as Science, Technology, Engineering and Mathematics (STEM)- or Global Education-ready

Goal 3: Every student, every day has excellent educators

Objective 3.3: Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

Objective 3.4: Increase the number of principals graduating from quality traditional and alternative educator preparation programs

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

Objective 4.3: Use State and federal funding according

Goal 5: Every student is healthy, safe, and responsible

Objective 5.1: Create and maintain a safe and respectful school environment

Objective 5.2: Promote healthy, active lifestyles for students

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

Description:

The Education Services for the Deaf and Blind (ESDB) is comprised of the Eastern North Carolina School for the Deaf (Wilson), the North Carolina School for the Deaf (Morganton), and the Governor Morehead School for the Blind (Raleigh). Previously, these schools operated under the Department of Health and Human Services and were governed by their policies and procedures. Now that these schools are governed by the State Board of Education (SBE), the "Policy and Operational Procedures Manual, October 2017" reflects revisions that align to governance by the SBE and the Department of Public Instruction. On June 2, 2016, the SBE approved 27 policies for the ESDB (ESDB-001 to ESDB-027). This Manual adds operational procedures to support those 27 policies and includes additional operational procedures to cover the overall scope of the schools' work. As the need arises, policies and procedures may be modified, and the Manual will be revised appropriately with SBE approval. A copy of the Manual is attached to this item.

Recommendations:

It is recommended that the North Carolina State Board of Education approve the "Policy and Operational Procedures Manual, October 2017" of the Education Services for the Deaf and Blind (ESDB).

- SLA Committee Chair Mr. Eric Davis recognized Ms. Barbria Bacon for this item.
- Ms. Bacon discussed the recommendation for the SBE to approve the Policy and Operational Procedures Manual for the Education Services for the Deaf and Blind.

Ms. Bacon stated that the Policy and Operational Procedures Manual, October 2017, reflects revisions that align to governance
by the SBE and the Department of Public Instruction. She added that there was a need to provide guidance for issues that were
different for day schools and residential programs.

This item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 9)

DISCUSSION

SLA 10 – Report to the North Carolina General Assembly: High School Diploma Endorsement Report Policy Implications:

SBE Strategic Plan:

- **Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
 - 1. Increase the cohort graduation rate.
 - 2. Graduate students prepared for post-secondary education.
 - 3. Reduce the percentage of students needing remediation in post-secondary education.
 - 4. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Objective 1: Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Sneha Shah-Coltrane (Director, Advanced Learning and Gifted Education)

Description:

Session Law 2013-1 requires the NC Department of Public Instruction to report to the General Assembly on the impact of awarding the high school diploma endorsements on high school graduation, college acceptance and remediation, and post-high school employment rates by November 15, 2017, and annually thereafter.

The Career, College and College/UNC high school diploma endorsements were established in collaboration with UNC General Administration and the NC Community College System Office as a result of this legislation. The purpose of the endorsements is to recognize a more comprehensive outlook of student accomplishments beyond a single test score to indicate readiness for post-secondary plans. The attached report contains information about the student acquisition of these high school diploma endorsements in NC school districts and charter schools. Because these diploma endorsements were established in 2015, the impact of these diploma endorsements cannot yet be determined on the metrics indicated in the legislation.

Recommendations:

DPI staff recommends that the State Board of Education approve the report as submitted.

- SLA Committee Chair Mr. Eric Davis recognized Ms. Sneha Shah-Coltrane for this item.
- Ms. Shah-Coltrane shared with the Board JLEOC annual report on high school diploma endorsements. Ms. Shah-Coltrane
 stated that three categories of endorsements are the Career endorsements, the College endorsement, and the College/UNC
 endorsements. This report does not include the other two SBE developed high school diploma endorsements, Academic
 Scholars or Global Languages.
- Ms. Shah-Coltrane noted that the purpose of the endorsements was to indicate on a student's final transcript the idea of a comprehensive profile of a student's rigorous pathways of study while they were in high school.
- Since last year's graduating class, a 1% increase was realized in the graduates who earned all three of these endorsements.
- She informed Board members of a proposed legislative change that may have unintended consequences. The proposed change will add the requirement, that to earn any endorsement, a student must meet the benchmarks of a national norm-referenced test such as SAT or ACT. She added that this criterion was not jointly established with our higher education partners or DPI as the original endorsements were developed. The concern is that such a change may limit the number of those who earn the diploma endorsements. Ms. Shah-Coltrane noted that we could have a student admitted into a UNC school, meeting multiple measures,

being in non-remediation courses in the community college, but not having earned the corresponding endorsement on their transcript because of the additional criteria, a benchmark score on SAT or ACT.

- Mr. Collins asked how the career endorsement would be obtained. Ms. Shah-Coltrane, replied that currently the career endorsement was earned with successful completion of our SBE graduation requirements, an unweighted 2.6 GPA, a CTE concentration in an approved cluster area, as well as an industry-recognized credential. Mr. Collins commented that if adding this indicator was not going to help our students, then what is it that we need to do to address the concern of students not being ready. Mr. Collins remarked that what's critical for us to focus on is how to ensure that students are college and career ready and inquired how the agency and educators will continue to better prepare our students to be successful on ACT/SAT so that they are successful and that students graduating are indeed prepared for their post-secondary plans.
- Ms. Bell commented whether this would further add an additional burden on some of the student subgroups that are not able or have not shown the amount of growth that they should.

This item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 10)

NEW BUSINESS

- Exceptional Children Graduation Update
 - Mr. William Hussey, Director, Exceptional Children

Mr. Hussey shared with the Board the State Identified Measurable Result (SIMR) based on a five-year cohort graduation rate. He noted that in 2013 students with disabilities (SWD) had a graduation rate of 67.82% and now students with disabilities have a graduation rate of 73.1%. Mr. Hussey stated that this gave the Board an idea of where SWD are and their progression towards the SIMR. He added that SWD are not only currently on target to meet the SIMR, but to exceed. Mr. Hussey compared the results to the general education population on a five-year graduation cohort rate. He stated that SWD are closing the gap at a 16% rate, and their growth for graduation is exceeding the growth of the general education population by two times. Mr. Hussey reported that this means that NC had 1,333 additional special education students to graduate. He also shared that SWD were at a 10.5% graduation rate last year, but they were 27% of the additional graduates that occurred in last years' graduation rate.

• North Carolina High School to Community College Articulation Agreement

❖ Ms. Carol Short, Project Manager, Career Readiness Initiative

Ms. Short stated that the high school to Community College Articulation Agreement aligns with two of the Career Readiness Initiative key objectives -- Cross-Institutional Alignment, as well as Alignment of Funding Streams. She noted that students can take courses in high school that clearly align with the knowledge and skills taught in similar community college courses, and then articulate that credit to their local community colleges, thus saving them money and aligning funding streams with regards to Federal Perkins monies. Ms. Short shared that this agreement comprises approximately 50 high school CTE courses that match the knowledge and skills taught in similar community college courses. She also stated that the articulation agreement ensures that if a student is proficient in his or her high school course, the student can receive college credit for that course at any North Carolina Community College. This streamlines the student's educational pathway by eliminating the need to take multiple courses with the same learning outcomes. Ms. Short shared that it was voted on and approved by the North Carolina Community College System Board at their July meeting. Ms. Short added that it was a tool for our students in addition to the statewide Articulation Agreement. The agreement was located at http://www.ncperkins.org.

ADJOURNMENT

Indicating no other business, SLA Committee Chair Davis adjourned the October 2017 SLA Committee meeting.

Chairman Cobey then recognized Ms. Becky Taylor, Committee Chair for the Education Innovation and Charter Schools Committee.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

EICS Committee Chair Rebecca Taylor called the October 2017 Education Innovation and Charter Schools (EICS) Committee meeting to order.

DISCUSSION

<u>EICS 1 – NC Innovative School District List of Qualifying Schools Under Final Consideration for Transfer into the Innovative School District</u>

SBE Strategic Plan:

Presenter(s): Dr. Eric Hall, NC Innovative School District Superintendent

Description:

The Innovative School District (ISD) Superintendent will provide a brief review of the criteria for qualifying schools for the Innovative School District, based on G.S. 115C-75.5 (attached). The ISD Superintendent will also review the process for evaluating qualifying schools for final consideration and feedback from engagement with local school district superintendents, principals, county commissioners and local communities. At the completion of this review, the ISD Superintendent provided the SBE a list of specific schools for final consideration and possible transfer to the ISD for the 2018/2019 school year, as well as future action required by the SBE as part of this process. After this public release of names of specific schools under consideration for transfer into the ISD and supporting information, ISD Superintendent shall request consideration and discussion from the SBE, with possible final selection and approval by the State Board in November or December.

Recommendations:

None at this time.

- EICS Committee Chair Rebecca Taylor recognized Dr. Eric Hall for this item.
- Dr. Hall reminded the Board about where they are in the process of selecting a school(s) for the Innovative School District. Dr. Hall stated that there is some confusion about the Innovative School District and about the strategies that they are trying to adopt. There are two distinct strategies at this point. The first one was the Innovative School Model involves selecting an operator under contract with the State Board of Education, not converting the school into a charter school, but operating a school under contract based on a matching process that will ultimately ensure that we have a provider that is credible and has a history of being able to deliver outcomes for children.
- Dr. Hall stated that there will be five of those across the state. He added that it is something that differentiates us from any model across the country, is that we are limited to only a single school in a single district in this model.
- He shared that when we have schools that potentially show up on a list, and there might be multiple schools from a single district. Dr. Hall stated that may have created some confusion. He noted that we are not looking at all those schools for the ISD, we are looking at a single school and its injection point for the other strategy that we have available, which was the Innovation Zone.
- Dr. Hall noted that an Innovation Zone is where we begin talking deeply about what this partnership means. Once the contractor is in place to operate that low-performing school for the next five years, that becomes a trigger for the local district to extend and request additional flexibilities for other low-performing schools in their district to basically create that Innovation Zone. The plan is to help create some innovative conditions that are going to help promote outcomes that we know are important to our children. Dr. Hill noted that the districts have been asking for more flexibility.
- He stated that going forward, when we look at these flexibilities and partnerships, it must be strategic and intentional, and we must constantly monitor to make sure that we are driving improved outcomes.
- Dr. Hall noted that last month 48 schools were released to the community. After looking at those 48 schools, they had to determine how they were going to narrow that list of schools down to the ones we felt had the most significant challenges based on the data that they had. They then removed those schools that had a school improvement grant. He added that they rank ordered the remaining schools bringing it to 41. Dr. Hall explained that they looked at the remaining 41 schools and ranked them based on school performance score from highest to lowest. At the top of the list were schools that had a letter

grade of "D." They then removed the "D" schools. He shared that that left the "F" schools remaining. Dr. Hill noted that they looked at the schools that had an "F" but met growth last year – they were then removed from the list. The list now consisted of schools with an "F" not met. He stressed that they did not want to decide based on one year's data, so they looked at two years prior. For those schools that had met growth two years previously and had a "D", and give them the benefit of the doubt – maybe they had implemented a reform or principal leadership change.

- Mr. Hall shared that they then looked at the districts that had 35% or more of their schools designated as low-performing.
 According to legislation, if you have 35% or more of your schools low-performing, then the district can request to create that Innovation Zone that we discussed. This puts local authority under the control of the local district and the local board to make decisions and to implement an Innovation Zone with the same flexibilities afforded charter schools.
- He shared from that process they were now at six schools. Dr. Hall wanted to make sure that everyone understood the criteria.
- He also noted that they have a Notice of Intent that ended last week for CMO/EMO Operators to submit. In November, he will
 present the final recommendation on which schools he will recommend to the Board for consideration and for selection. Once
 the Board makes its final decision in December, ISD will then look at where do they have qualified and credible CMO/EMO
 partners that they feel confident can run the schools.
- Dr. Hall removed two schools from the six today so that the districts that are being considered only have one school each now, which was based on site visits and looking at what was going on inside of the school beyond the context of just the data.
- Dr. Hall listed the remaining schools currently under consideration: Glenn Elementary, Durham County; Williford Elementary, Nash Rocky Mount; Willis Hare Elementary, Northampton County; Southside Ashpole, Robeson County.
- Chairman Cobey commented how he was impressed with Dr. Hall being so deliberate and going across the state interacting with different school leaders and the county leaders.
- Mr. Alcorn asked if there was anything that the Board could do to help support keeping this as positive and productive as possible. Dr. Hall replied doing what the Board has been doing. He added that it was about education and continue giving a clear and accurate message within the community and with parents. Dr. Hall also added that if the Board would be creative partners and work very closely with the General Assembly to look at what other options we can consider over time, so that we have a broader portfolio of how we support our communities and schools across the state.
- Ms. Taylor asked if the goal was to come back next month with the final list and are they looking at an option of starting with one or two schools. Dr. Hall replied that they could possibly start with one school. They could potentially delay transfer of a school for one year for a group of schools.
- Mr. Collins asked if the mobility rate of the four schools was discussed. Dr. Hall replied no, and added that in some places he heard that was a concern from some principals. One of the recurring themes was how do they make sure that they are recruiting and retaining the talent.

This item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment EICS 1)

DISCUSSION

EICS 2 – Request to Transfer Non-Profit Entity and 50 (C) 3 of Invest Collegiate Imagine Charter School

Policy Implications: SBE# CHTR-014

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Per G.S. 115C-218.5 and State Board of Education (SBE) policy CHTR-014, a material revision to an approved charter application requires SBE approval. Transferring the charter to another nonprofit entity and establishing a subsequent 501c3 status requires SBE approval.

Invest Collegiate Imagine (Buncombe) opened in 2014 under the Invest Collegiate Consortium (ICC). The Board of Directors of ICC currently operate two campuses (Invest Collegiate Imagine – Buncombe and Invest Collegiate Transform – Mecklenburg).

Invest Collegiate Imagine specifically requests to transfer its charter to another nonprofit entity (Invest Collegiate Imagine) and establish another 501c3 should the SBE approve this request.

Three reasons exist for this request (see attached):

- 1. Financial debts of the Mecklenburg campus have made financial ventures difficult for the Buncombe campus;
- 2. Legal debts of one school influence both campuses and proves beneficial for each school to have its separate nonprofit and 501c3 statuses; and
- 3. Practical one board serving multiple campuses in 2 different parts of the state proves to be challenging. One board for each campus would be more practical.

Recommendations:

The Office of Charter Schools recommends that the SBE approve this amendment request for Invest Collegiate Imagine.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Deanna Townsend-Smith for this item.
- Dr. Townsend-Smith presented a request from Invest Collegiate to transfer the charter to another nonprofit entity, noting that establishing a subsequent 501(c) 3 status requires SBE approval.
- Dr. Townsend-Smith noted that the school was originally part of a consortium of schools; one school was in Buncombe County and one in Charlotte-Mecklenburg. One board was leading two schools under one charter. This was a challenging situation in that the Charlotte-Mecklenburg campus experienced financial difficulties, causing significant legal issues. She added that Invest Collegiate now realizes they need to have two separate boards operating each of these campuses.

This item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment EICS 2)

DISCUSSION

EICS 3 – 2017 Charter Application Fast Track and Acceleration Request

Policy Implications: SBE# CHTR-013

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools)

and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Per HB 800 (S.L. 2017-173), passed July 21, 2017, the SBE must make final decisions regarding "fast-track" applicants in less than 120 days of the application submission date. SBE policy CHTR-013 and the approved charter application Timeline and Process allows for priority consideration for applicants seeking acceleration. Applicants submitted application on or before September 22, 2017, at 5:00 pm. Upon submission, the Office of Charter Schools (OCS) determined that 6 applicants have requested "Fast-Track" and "Acceleration" consideration, meaning the schools will open the fall of 2018 should the SBE approve their requests. The Charter Schools Advisory Board will review each of the respective "Fast-Track" applicants at their October 2017 meeting while reviewing Acceleration requests at a later meeting. The CSAB may make a recommendation to the SBE for action at its November meeting.

The applicants seeking "Fast-Track" consideration are:

• Cardinal Charter Academy West Campus - Chatham County

The applicants seeking "Acceleration" consideration are:

- Achievement Charter School Harnett County
- Apprentice Academy HS of NC Union County
- Hobgood Academy Charter School Halifax County
- Mountain Island Day School Mecklenburg County
- STARMOUNT Charter Academy Guilford County

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Recommendations:

Pending Charter Schools Advisory Board review and recommendation at its October 2017 meeting.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Deanna Townsend-Smith for this item.
- Dr. Townsend-Smith presented six applicants for groups requesting special consideration. This group requested either acceleration or fast-track. Dr. Townsend Smith noted that these applications will be presented to the CSAB next week, to return with a recommendation to the SBE for approval in November.
- The additional five schools on the list submitted by the September 22 deadline were requesting acceleration. These applications will be reviewed in November and a recommendation forthcoming to the SBE in December.

This item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment EICS 3)

DISCUSSION

EICS 4 – 2016-17 Report to the North Carolina Joint Legislative Education Oversight Committee: Low-Performing Districts and Schools, Improvement Planning and Statewide Results

Policy Implications:

SBE Strategic Plan:

- **Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
 - **Objective 1.1:** Increase the cohort graduation rate.
 - **Objective 1.2:** Graduate students prepared for post-secondary education.
 - Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.
 - **Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.
 - **Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation)

The following report provides a brief summary of legislation about the definition of low performing schools and low performing local school administrative units. Included in the report are the final results of performance and growth data for low performing districts and schools for the 2016–17 school year. Also included in the report is the current list of Recurring Low Performing Schools, eligible to submit a Reform Model application. The following bullets provide highlights from the report:

When comparing the results from 2015-16 to 2016-17, there is an overall increase of 16 low performing schools, from 489 to 505. The same is true when comparing the low performing districts in 2015-16 to 2016-17, with a net increase of 1. 100% of the District and School plans were submitted, reviewed and posted to the NC Department of Public Instruction website for the 2016-2017 academic year. The 2017-18 low performing school plans will utilize the NCStar management tool to submit and monitor progress for each low performing school.

The Department of Public Instruction will provide feedback on all of the low performing school improvement plans entered in NCStar.

Recommendations:

It is recommended that the State Board accept this report for discussion as written to be approved at the November State Board meeting and submitted to the JLEOC by the due date of November 15, 2017

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Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Nancy Barbour for this item.
- Dr. Barbour shared with the Board the JLEOC report for low-performing schools and districts, noting that this is an annual report that includes the statutory requirements dealing with school districts in low-performing schools.
- Dr. Barbour compared the results from the 2015-16 identified low-performing schools to the 2016-17 data, noted what they are doing to work with those schools to get their plans in, provide feedback on those plans. They will then send them back for Board approval, then place for public viewing on the LEAs website as well as on the DPI website.

This item is presented for Discussion during the September 2017 State Board of Education meeting. (See Attachment EICS 4)

NEW BUSINESS

- Innovation in Charter Schools Henderson Collegiate Charter School, Henderson, NC
 - **❖** Mr. Eric Sanchez, Henderson Collegiate Charter School

Dr. Deanna Townsend-Smith introduced Mr. Eric Sanchez to present on innovation at Henderson Collegiate Charter School. Mr. Sanchez referenced today's presentation as a case study for Henderson Collegiate in an effort for the Board to use them as a case study. Mr. Sanchez shared a chart that shows the achievement gap in North Carolina. Mr. Sanchez noted that Henderson Collegiate closed their own gap with a composite score of 87% for this year. He shared some 2016–17 highlights.

- Henderson Collegiate has been an A+ school for three consecutive years
- Exceeded expected growth every year since opening
- 48th highest growth index in NC (out of 2,531 schools)
- Science department: 94% proficiency on the Biology EOC and 99% proficiency on the 8th grade EOG

Mr. Sanchez shared some best practices with the focus on their coaching model. Ms. Ella Best-Marshall described what the math department looks like at Henderson Collegiate. She stated that they put a lot of efforts around preparing their kids to take the Math I by the time they leave middle school and head to high school. She referenced a chart that compared Henderson Collegiate, the state, and their district from the fourth through eighth-grade which showed the success across those grade levels. Ms. Best-Marshall noted that from the moment they reach the fourth-grade, every single effort was to prepare students for the high school class by the time they are in the eighth-grade year. She added that their goal was to make sure that they were masters of fundamentals. Ms. Best-Marshall also shared that 100% of their students take Math I by the time they leave middle school. She talked about alignment and making sure that their teachers were putting the right thing in front of their students. Ms. Best-Marshall stated that their teachers are pushed to let go, but then watch. Teachers must be monitoring and responding to what was in front of them, rather than assuming the students have taken in everything that they have said.

Ms. Emily Sereno asked how they go from *Frindle* to *MacBeth*. She answered by starting with the love of reading. Ms. Sereno stated that their tenth graders ended the year at 99% proficient on the English II EOC. She talked about how multiple-choice can make reading feel like a chore, so they moved beyond and looked at the end in mind -- a prompt for a rich text like *Zeitoun* that was complex and nuanced. Ms. Sereno then introduced Mr. Victor Clifton, an eleventh-grade student from Henderson Collegiate.

Mr. Clifton shared his personal journey with Henderson Collegiate. He talked about how his mother researched and discovered the future for Henderson Collegiate which was slated to be a college preparatory school. Mr. Clifton stated that this school came at a perfect time for him, noting that Henderson Collegiate was more rigorous than his previous school. He added he had never received B's and C's, which shocked him. Instead, he realized that Henderson Collegiate built him into the person that was today. Mr. Clifton shared his fourth-grade course load which was fundamental and rigorous and allowed him to be able to take courses such as AP U.S. History, AP English, AP Calculus, Honors Chemistry, Spanish IV. He is also a student athlete with a 4.0 GPA. He added that while at Henderson Collegiate, he learned many valuable life lessons, such as advocating for himself, working hard, and persevering through challenges. Mr. Clifton participated in the Duke TIP Program at Rice University, studying the theory of warfare and military leadership. Mr. Clifton closed by sharing that he was living proof that Henderson Collegiate can serve as a door for opportunities for kids form a rural neighborhood.

ADJOURNMENT

Indicating no other business, EICS Committee Chair Taylor adjourned the October 2017 EICS Committee meeting.

Chairman Cobey welcomed our special guest, the Education Delegation from Moldova, accompanied by our Secretary of State, the Honorable Elaine Marshall. Chairman Cobey invited Secretary Marshall to the presenter's podium for remarks about our very special guest.

Secretary Marshall thanked Chairman Cobey and the Board for this great opportunity. She then provided some background information. After the Soviet Union broke up, the State Department and the military of the United States decided that the newly created reconstituted countries were going to need a lot of help in very many areas. She shared that the best way to do this was through the National Guards. States and countries were matched up and North Carolina was paired with Moldova. Our National Guard saw the tremendous need in the Republic of Moldova and met the great people there. She stated that they wanted to do civilian and humanitarian activities, and the idea grew that we needed to do a formal partnership. In 1999, Governor Hunt asked her to Co-chair the North Carolina Moldova partnership. A five-year agreement was signed and has been renewed multiple times since then, and the State Department has called the North Carolina/Moldova the best partnership it has ever seen.

Secretary Marshall thanked the public schools of North Carolina. She stated that last year they received a donation from the public school systems of books that were surplus and going to be shredded. She also thanked them for the use of the textbook warehouse as they assembled tremendous amounts of books. Secretary Marshall was informed that the United States military was sending an empty cargo plane to bring back troops to Moldova, which allowed them to load surplus donated medical equipment, humanitarian goods, along with the surplus books. Secretary Marshall noted that they have continued to work on the education part of the partnership in addition to other things they have done. She shared that they have partnered with various schools in North Carolina that were all paired with a school in Moldova. She also noted that the women present today were educators and have been here for most of the week. Secretary Marshall asked them what was the best thing that they had seen. One of the replies was, the balance between creativity and discipline, and how the students were engaged in so many activities. She acknowledged Ms. Helga Fasciano from DPI for her assistance in coordinating international activities. Secretary Marshall introduced Ms. Laura Singler from her staff who then introduced the visiting teachers. Ms. Singler introduced all of the teachers from Moldova who came specifically to visit with their partner schools that they work with for six-to-nine months. Listed were the following teachers: Natalia Griu, Svetlana Usataia, Victoria Isac, Diana Apostol, Ecaterina Caraseni, and Inna Tofanciuc, Daniela Munca-Aftenev, Facilitator; Adnrei Bulzan, Interpreter.

Secretary Marshall concluded that, as the Board thinks about how to prepare our North Carolina students to be globally ready, please look at this project and if you have any schools in your zone please get in contact with them because they would love to make another match. Chairman Cobey commented that we have had a special committee on global education that far preceded most of the Board, which has been headed up by Mr. Wayne McDevitt and Ms. Tricia Willoughby. Mr. McDevitt thanked Secretary Marshall for her leadership and all that she has done and added that we now have many global ready schools and districts across the state.

Chairman Cobey then recognized Mr. Greg Alcorn, Committee Chair for the Business Operations Committee Meeting.

BUSINESS OPERATIONS COMMITTEE MEETING (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

BSOP Committee Vice Chair Todd Chasteen called the October 2017 Business Operations (BSOP) Committee meeting to order.

ACTION

BSOP 1 – Principal Performance Bonuses

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Appropriations Bill 2017-57 Section 8.4 appropriates \$7,000,000 for bonuses for two bonus programs for principals based on the Education Value-Added Assessment System (EVAAS) growth index score for the school.

The two bonus programs are as follow:

- 1. A bonus for principals who supervised a school which had a 2016-17 growth score in the top 50% of the schools in the state.
- 2. A bonus for principals who supervised a school that either met or did not meet expected growth in 2015-16, but exceeded growth in 2016-17.

Recommendations:

It is recommended that the State Board of Education approve the proposed policy.

Discussion/Comments:

- BSOP Committee Vice Chair Mr. Chasteen recognized Ms. Alexis Schauss to lead this item.
- Ms. Schauss reminded the Board about the discussion last month on the two principal performance bonuses.
- She stated that the two bonus programs were for principals who supervised a school which had a 2016-17 growth score in the top 50% of the schools in the state; and for principals who supervised a school that either met or did not meet expected growth in 2015-16, but exceeded growth in 2016-17, and if there was a differential if the school was a "D" or an "F" school.

This item is presented for Action during the October 2017 State Board of Education meeting. (See Attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 - School Bus Driver Salary Range Adjustment

Policy Implications: SBE# SLRY-000

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its

students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of

Education policies

Presenter(s): Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support Division) and Mr. Kevin

Harrison (Section Chief, Transportation Services Section)

Description:

Session Law 2017-57, the Appropriations Act of 2017, allotted funds for salary increases specific to school bus drivers. The current salary range for pay grade 51 does not support the salary increases for bus drivers. It is therefore necessary to modify the Salary Schedules Referenced in SLRY-000 to create a temporary split of bus drivers into a new pay grade, 51B.

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This item is being requested as Action on First Reading due to the urgency in ensuring accurate salaries for public school personnel, and to ensure that the SBE policies are consistent with legislation.

Recommendations:

It is recommended that the State Board of Education approve the modifications.

Discussion/Comments:

- BSOP Committee Vice Chair Mr. Chasteen recognized Dr. Ben Matthews who then introduced Mr. Kevin Harrison to lead this item
- Mr. Harrison stated that in the budget bill the Legislature provided additional funds targeted specifically at school bus drivers, because school bus drivers have been in a salary range with other classifications. The initial salary increase was not sufficient for the additional money that was provided specifically for school bus drivers.
- He added that this was an adjustment to the policy which creates a new salary classification for school bus drivers, 51B.

This item is presented for Action on First Reading during the October 2017 State Board of Education meeting. (See Attachment BSOP 2)

ACTION ON FIRST READING

BSOP 3 - Sample RFPs and Contracts for Civil Enforcement of Stop-Arm Violations

SBE Strategic Plan:

Goal 5: Every student is healthy, safe, and responsible

Objective 5.1: Create and maintain a safe and respectful school environment

Presenter(s): Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support Division), Mr. Kevin Harrison (Section Chief, Transportation Services Section), and Ms. Joni Robbins, Section Chief, Purchasing and Contracts Section)

Description:

Session Law 2017-188 allows local governments to enact an ordinance to provide for civil penalties for the owner of any vehicle that violates school bus stop-arm laws. Section 6 requires that the State Board of Education provide a model request for proposals (RFP) and a model contract so that local boards may use them as a starting point to seek private companies to provide stop-arm cameras and services related to an enacted ordinance.

This item is being requested as Action on First Reading due to the requirement that these models be in place within 90 days of the enactment of the legislation.

Recommendations:

It is recommended that the State Board of Education approve the proposed RFP models.

Discussion/Comments:

- BSOP Committee Vice Chair Mr. Chasteen recognized Mr. Kevin Harrison to lead this item.
- Mr. Harrison stated that session Law 2017–188 permits county governments to produce an ordinance allowing for civil enforcement of stop-arm violation if you can identify the vehicle that passed the best driver.
- He added that you can now bill the owner of the vehicle.
- Mr. Harrison also noted that part of that law was that SBE was to provide a sample RFP and contract so that local government would have a template if they were going out to seek their own contract for someone to provide this service to them.

This item is presented for Action on First Reading during the October 2017 State Board of Education meeting. (See Attachment BSOP 3)

DISCUSSION

BSOP 4 – Required Stop-Arm Violation Camera Signage

SBE Strategic Plan:

Goal 5: Every student is healthy, safe, and responsible

Objective 5.1: Create and maintain a safe and respectful school environment

Presenter(s): Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support Division), Mr. Kevin Harrison (Section Chief, Transportation Services Section), and Ms. Joni Robbins (Section Chief, Purchasing and Contracts Section)

Description:

Session Law 2017-188 allows local governments to enact an ordinance to provide for civil penalties for the owner of any vehicle which violates school bus stop-arm laws. 153A-246(c) requires that any school bus equipped with a camera for this purpose must be identified by appropriate warning signs. Those signs must be consistent with a statewide standard adopted by the State Board of Education.

Recommendations:

It is recommended that the State Board of Education approve the signage and policy modifications.

Discussion/Comments:

- BSOP Committee Vice Chair Mr. Chasteen recognized Mr. Kevin Harrison to lead this item.
- Mr. Harrison stated that Session Law 2017–88 requires the SBE to approve a standardized notification for any vehicle equipped with a camera system designed to enforce the civil penalty. This was a modification to the fleet manual.

This item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment BSOP 4)

DISCUSSION

BSOP 5 - Amendment to SBE Third-Grade Reading Bonus, AP/IB Bonus, and CTE Bonus Policy

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Appropriations Bill 2017-57 Section 8.8 revises the 2017-18 bonus program for third-grade reading teachers, Advanced Placement/International Baccalaureate teachers and Career Technical Education teachers. In addition, Section 8.8C revises the third-grade reading bonus for 2018-19.

The revisions for 2016-17 include:

Third Grade Reading Bonus

- Removing the requirement for the teacher to be licensed to be qualified
- Removing the requirement for the teacher to be teaching third-grade the following school year to be qualified

AP/IB Bonuses and CTE bonuses

- Adding Cambridge AICE exams in the definition of advanced courses
- Including all teachers in public schools
- Increasing the maximum bonus to \$3,500 per teacher

Recommendations:

It is recommended that the State Board of Education discuss the proposed policy amendment.

Discussion/Comments:

- BSOP Committee Vice Chair Mr. Chasteen recognized Ms. Alexis Schauss to lead this item.
- Ms. Schauss stated that last year saw the first year of the third-grade reading, AP/IB, and CTE teacher bonuses, this year, there were amendments made to each of these.
- She noted that the third-grade bonuses were specifically renamed as Read to Achieve third-grade bonuses, and removes the word "pilot" so that they will be recurring. It also removes the requirement that the teacher must be licensed and teaching third-grade to receive a bonus. Ms. Schauss stated that last year some teachers were excluded from receiving this because of the requirement that they had to remain teaching third-grade in the following year.
- Ms. Schauss also stated for the AP/IB, the word "pilot" is removed, and adds the bonus for Cambridge Advanced International Certificate of Education. She added that there was a retroactive pay for those teachers who taught AP/IB but were moved out of those classes, but they must be teaching in the same school. She added that this requirement was also applicable to the third-grade and the policy will need to be updated.
- The maximum bonus for the AP/IB teachers increased from \$2000 to \$3500, and it also includes charter schools which were not included last year.
- Mr. Davis asked about the removal of the teacher having to be licensed. Was that in the statute? Ms. Schauss replied yes.

The item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment BSOP 5)

DISCUSSION

BSOP 6 – Fourth and Fifth-Grade Reading Teacher Bonus and Fourth-to-Eighth Grade Math Teacher Bonus SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis

Schauss (Director, School Business Division)

Description:

Appropriations Bill S.L 2017-57, Section 8.8D and Section 8.8E, appropriates funds for bonuses for fourth and fifth- grade reading teachers and for fourth to eighth-grade math teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for third-grade reading.

\$4,735,416 is appropriated to provide \$2,150 to fourth and fifth-grade reading teachers for each of the criteria met below as follow:

- 1. The teacher is in the top 25% of teachers in the state according to the EVAAS student growth index score for fourth or fifth-grade reading from the previous school year.
- 2. The teacher is in the top 25% of teachers in the teacher's respective local school administrative unit according to the EVAAS student growth index score for fourth or fifth-grade reading from the previous school year.

\$7,935,178 is appropriated to provide \$2,150 to fourth to eighth-grade math teachers for each of the criteria met below as follow:

- 1. The teacher is in the top 25% of teachers in the state according to the EVAAS student growth index score for fourth to eighth grade math from the previous school year.
- 2. The teacher is in the top 25% of teachers in the teacher's respective local school administrative unit according to the EVAAS student growth index score for fourth to eighth-grade math from the previous school year.

Recommendations:

It is recommended that the State Board of Education discuss the proposed policy.

Discussion/Comments:

• BSOP Committee Vice Chair Mr. Chasteen recognized Ms. Alexis Schauss to lead this item.

• Ms. Schauss stated that this was about new funding areas with a bonus program, and was written slightly differently than the third-grade bonus. It is a flat rate of \$2150.00 for those teachers who have EVAAS test scores in reading and math in the stipulated grade, in the top 25% of the state and in the top 25% of each LEA.

Update on Contracts

ADJOURNMENT

Indicating no other business, BSOP Committee Vice Chair Chasteen adjourned the October 2017 BSOP Committee meeting.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING (Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ES&P Committee Chair Olivia Oxendine called the October 2017 Educator Standards and Practices (ES&P) Committee meeting to order.

ACTION

ES&P 1 – Amendment to General Licensure Requirements Policy: LICN-001

Policy Implications: SBE#LICN-001

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas R. Tomberlin (Director of Educator Human

Capital Policy and Research), Ms. Susan Ruiz (Section Chief, Licensure)

Description:

NCDPI recommends changes to Section 1.20 – Types of Licenses of policy LICN-001. Current SBE policy does not define how a teacher can re-enter the teaching profession if he/she fails to convert the initial license to a continuing license. NCDPI recommends that an individual be allowed to apply for an initial teaching license once all testing and/or coursework requirements have been met. NCDPI also recommends making August 15th the end of the academic year for testing purposes. NCDPI recommends defining the number of workdays (120) required to constitute a year of teaching. Additionally, NCDPI is making technical corrections to the policy that clearly establish testing time frames for all initially licensed teachers. A similar technical correction was made to policy LICN-003.

Recommendations:

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to present this item.
- Dr. Tomberlin noted some adjustments to the policy from the field during the past month. He stated that there were many second-year initially licensed teachers who, for whatever reason, did not attempt the licensure exam in the first year. He added they had either passed it in the second year or working towards passing it currently.
- Dr. Tomberlin stated to account for this, they were recommending for the 2017–18 school year only, that any second -ear initially licensed teacher who passes the licensure exam by the end of this academic year, will move forward and can convert to a continuing license if they meet all the requirements, regardless of whether they attempted the test in the first year. Just as a reminder this was a one-time fix and that, moving forward, all teachers in the first year will be required to attempt the licensure exam(s).
- He also discussed deletion of a recommended change relating to lateral entry teachers. According to Senate Bill 599, which freezes the lateral entry policies at the time of its passage, DPI cannot make any changes to the lateral entry policies, or the CTE policies with the passage of SB 599.

• Dr. Williamson wanted clarification on lateral entry regarding the three-years to pass the test and complete the coursework. Dr. Tomberlin replied yes. Dr. Williamson spoke on concerns about letters issued from Licensure. Dr. Tomberlin replied that they will get those letters out to individuals to clarify that lateral entry and CTE licenses have three years to complete their courses and examination.

This item is submitted for Action during the October 2017 State Board of Education meeting. (See Attachment ES&P 1)

ACTION ON FIRST READING

ES&P 2 – Educator Preparation Program Approvals for Institutions of Higher Education

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Andrew Sioberg (Service Support Coordinator, Education Preparation)

Description:

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval.

Recommendation:

This item is presented for Action on First Reading at the October 2017 SBE meeting.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to present this item.
- Dr. Oxendine recused herself from this item.
- Dr. Sioberg stated that this was a continuation of the review of assurances that are in place to make sure that programs that educators are undergoing at the various institutions are up to the required standard with the latest laws and policies.
- He noted that sixty programs are submitted for approval.

This item is submitted for Action on First Reading during the October 2017 State Board of Education meeting. (See Attachment ES&P 2)

NEW BUSINESS

- Preparing Educators to Support Career and College Readiness
 - **❖** Ms. Cynthia Floyd (title, department)

Ms. Floyd provided a report with recommendations from the North Carolina School Counseling Strategic Leadership Team. She shared that they had representatives attend the White House Convening on Strengthening School Counseling and College Access. She added that representatives from NCDPI, NCSCA and UNC GA/CFNC attended. The focus of the Convening was to look at developing strategies that inspire every student to complete education beyond traditional high school. Ms. Floyd stressed that this was not about saying that every child should attend college, but about making sure that our staff and schools are equipped to make sure that every student gets on the right path to their desired postsecondary career option. During this time, it was found that there is a need for counselors to be more pervasively prepared, and a need for administrators to have stronger knowledge of how to utilize their counselors effectively to promote student success. They both need to be better equipped to create K-12 college-going cultures. Ms. Floyd noted that the team planned pre-service and in-service goals and objectives to support NC school counselors and school administrators.

She also noted that this was about building on strengths already in place in North Carolina K-12 and higher education within the pre-service: Higher Education Preparation of School Counselors and Administrators – Post-Graduate In-service for School Counselors, Administrators, and Career Development Coordinators. She added that they would also like to see higher education program approval process for school counselor education programs include requirements from instructing their graduates on the professional standards and best practices of specialized instructional support. They are also seeking to revise the school counselor provisional licensing procedures for clarity and consistency. Ms. Floyd talked about the postgraduate in-service collaboration of the NC DPI, the UNC GA and the NC Community College System to coordinate in-service opportunities. She added that they have been working with GEAR UP to provide training. The ESSA, Title IV, Part A was around the Student Supporting and Academic Enrichment Grants (SSAEG) funds to support professional development for their counselors, CDCs, and school administrators. Ms. Floyd noted that they are going to establish metrics for measuring outcomes and establish a means to identify, study, and share data connected to student career and college readiness outcomes and school counselors, school administrators, and career development coordinators.

ADJOURNMENT

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the October 2017 ES&P Committee meeting.

RECONVENE IN OPEN SESSION

Chairman Cobey thanked the Board members, advisors, and staff for their preparation for the day's presentations and discussions.

CLOSED SESSION

Noting for the audience that the Board will not return to Open Session and will adjourn immediately at the end of Closed Session, Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by <u>Vice Chairman A.L. Collins</u> and seconded by <u>Mr. Gregory Alcorn</u>, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following cases:

- > Scanlon v. June Atkinson and Mark Johnson;
- > State Board of Education v. The State of North Carolina et al.
- > State Board of Education v. North Carolina Mark Johnson

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

Upon motion made by <u>Ms. Patricia Willoughby</u> and seconded by <u>Ms. Becky Taylor</u>, the Board voted unanimously to recess the State Board of Education meeting until Thursday, October 5, 2017, at 9:00 a.m.

Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
October 5, 2017

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman A.L. Collins, Vice Chairman Lt. Governor Dan Forest Eric Davis Gregory Alcorn Todd Chasteen Amy White Wayne McDevitt Rebecca Taylor Reginald Kenan Patricia Willoughby Olivia Oxendine

Also present were:

State Superintendent Mark Johnson Amanda Bell, Local Board Member Advisor Freddie Williamson, Superintendent Advisor (Interim) Jason Griffin, Principal of the Year Advisor Lisa Godwin, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Thursday, October 5, 2017, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, and online listeners to the meeting.

Chairman Cobey noted that the Board's agenda and materials were available online at www.ncpublicschools.org at "SBE Meetings." All Board meeting materials were available on this site. The Agenda also provides access to audio streaming of the meeting at the bottom of the page.

Chairman Cobey stated that the October agenda was approved yesterday, so the Board will proceed under the approved agenda. Chairman Cobey reminded everyone that discussions on each agenda item occurred yesterday during our committee meetings. These committee meetings always precede the Board's official meeting day.

Chairman Cobey then read the required Ethics Statement.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, we bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Pledge of the Allegiance

Mr. Todd Chasteen was recognized to lead the Board in the Pledge of Allegiance.

State	Board	Room,	9:00	AM

APPROVAL OF MINUTES

Discussion/Comments:

Chairman Bill Cobey requested a motion to approve the minutes of the State Board of Education meeting from October 4-5, 2017. * There was no discussion.

Upon motion made by Mr. Eric Davis, and seconded by Mr. Todd Chasteen, the Board voted unanimously to approve the State Board of Education meeting minutes from the September 6-7, 2017.

SPECIAL RECOGNITION

- Outstanding Participation Recognition at USED 21st Century Community Learning Centers Institute
 - Ms. Autumn Lynch, Reaching All Minds Academy Charter School, Durham, NC

Chairman Cobey then moved to our Special Recognitions beginning with a student from our public charter schools – Reaching All Minds Academy Charter School in Durham. Ms. Autumn Lynch, who participates in the 21st Century Community Learning Centers program through her charter school, has participated in a NASA/USED – sponsored program at her school that was STEM oriented and intended to get middle school students interested in science, technology, engineering and math.

Ms. Lynch's project through the NASA program at her school involved developing a plant growth chamber for growing fresh food in space. This summer she attended the summer institute sponsored by NASA and USED, Ms. Lynch impressed those leading the program and was selected from among many students at the summer program to participate in an onstage conversation, one-on-one with a NASA rocket scientist – Ms. Keisha Davis. Ms. Davis manages an \$800 million space project and manages a satellite that was scheduled to land on an asteroid.

Ms. Davis, during the onstage conversation with Ms. Lynch, revealed to Ms. Autumn and the audience that she was not good in math and was not interested in science until she participated in a similar program like the one NASA now host the 21st Century Community Learning Centers and in 27 states. Ms. Lynch said she was inspired by her grandfather who was a zookeeper. She aspires to be a pediatrician and knows that the STEM after-school program will serve her well as she prepares to pursue a career as a physician. Chairman Cobey invited Ms. Lynch to come forward for a photo for the outstanding participation by you in the NASA and USED summer institute.

National Association for Gifted Children Award

- National 2017 Gifted Coordinator of the Year Ms. Carrie Childers, Cumberland County Schools, District AIG Coordinator
- > National 2017 Gifted Administrator of the Year Ms. Jacqueline Barone, Charlotte-Mecklenburg Schools

Chairman Cobey then recognized Dr. Maria Pitre-Martin for the next two special recognitions. Dr. Pitre-Martin shared that two North Carolina public school educators have been recognized for their hard work and support of gifted learners by the National Association for Gifted Children. These educators were chosen among other nominees from across the country for their commitment to this population of students. She added that this was the first time in over a decade, that we have had two winners in these categories of the state of North Carolina. Dr. Pitre–Martin recognized Ms. Shah-Coltrane to introduce these two outstanding educators. Ms. Shah-Coltrane stated that the National Association for Gifted Children, awards program highlights individuals for making a difference in supporting gifted children as they reach for their personal best. These two North Carolina educators exemplify excellent, as they advocate for a population of students, who may often be overlooked, and who need intentional support to develop their talent. This year's national convention will be held in Charlotte, North Carolina in November.

Ms. Shah-Coltrane introduced Ms. Carrie Childers, our National 2017 Gifted Coordinator of the Year, who is the AIG Coordinator in Cumberland County Schools. Ms. Childers was nominated by her fellow AIG volunteer regional leaders and her district leadership and staff, along with DPI AIG division support. Ms. Childress is an exceptional leader who has a love of learning and professional excellence for her staff. Her efforts to strengthen programming for gifted learners through continuous program improvement was an example to us all. Ms. Childers was invited to take photos with the Board.

Ms. Shah-Coltrane recognized Ms. Jackie Barone, Principal of Piedmont Ivey Middle School, Charlotte Mecklenburg Schools. Ms. Barone was named the 2017 National Gifted Administrator of the Year. This award was given to an administrator outside of the field of gifted education, who has provided outstanding leadership and continuing support to the gifted students in her school or district. Ms. Barone exemplifies talent development in public schools. Ms. Barone continues a long-standing vision at Piedmont Ivey, to ensure all students, regardless of their background, racially, ethnically, economically, have an opportunity to access advanced programming with a clear focus on content, acceleration services through the IB program.

For the next Special Recognition, Dr. Pitre-Martin recognized Mr. John Kirkman to introduce the outstanding NC students who earned state and national credentials honors. Mr. Kirkman shared that these students are certified in Microsoft's CTE Certiport Office Specialist competition. Mr. Kirkman acknowledged some of their teachers present and then introduced all nine students. Chairman Cobey invited the students forward for a group photograph with the Board.

• Certiport Recognitions

- > CTE Certiport Worldwide Microsoft Winners (who were also North Carolina statewide winners):
 - ❖ Ryan Catalfu, Green Hope High School, Wake County Schools 2016 Worldwide Champion – 1st Place in MS PowerPoint 2013 (currently serving as the first student ambassador for Certiport)
 - ❖ Skyler Won, Green Hope High School, Wake County Schools 2016 Worldwide Top Ten – 2nd Place in MS Excel 2010
 - ❖ Dheya Madhani, Green Hope High School, Wake County Schools 2017 Worldwide Top Ten – 2nd Place in MS PowerPoint 2016
 - ❖ Forrest Liu, Green Hope High School, Wake County Schools 2017 Worldwide Top Ten, 4th Place in MS Word 2013
- > CTE Certiport Winners Statewide (all ranking in the top 3 of their respective categories):
 - ❖ Avi Choksi, Hickory High School, Cabarrus County Schools
 - ❖ Kyle Firman, Green Hope High School, Wake County Schools
 - Sophie Golder, Fuquay-Varina High School, Wake County Schools
 - ❖ Arja Kaushai, Green Hope High School, Wake County Schools
 - ❖ Ethan Stanley, Harnett Central High School, Harnett County Schools
 - ❖ Lane Nickson, Croatan High School, Carteret County Schools
 - Samara Ramon, Croatan High School, Carteret County Schools

Chairman Cobey thanked Dr. Pitre-Martin and congratulated all our winners.

CHAIRMAN'S REPORT TO THE BOARD

Chairman Cobey offered a few reminders and announcements, beginning with a reminder of the Boards Planning and Work Session on October 31 and November 1 on the campus of N. C. State University in Engineering Building II on the Centennial Campus. Superintendent Johnson's report on equity in education will be a major part of the agenda. The Board and department staff have collaborated on developing the agenda and are addressing topics Board members have requested. Staff are also working with Dr. Mary Ann Danowitz of the College of Education at NC State for a presentation on preparing educator preparation candidates for the classroom, and we also have several LEAs who were pilots for the Whole Child NC joining us to share their pilot experiences.

The Board will revisit its strategic plan at the end of the work session and will likely also devote an Issues Session on the strategic plan at the December. Chairman Cobey asked to please hold these dates on your calendar. The Board's monthly meeting will be back here in the Board Room on Thursday, November 2. Chairman Cobey noted that the fall conference of the National Association of State Boards of Education will be held October 31-November 3, and that this Board will be represented by Vice Chairman Collins.

Chairman Cobey also reminded the Board that on Friday morning, November 2, Mr. McDevitt will be one of three people selected from across the nation by NASBE to receive the Distinguished Service Award.

So, congratulations again, Mr. McDevitt.

Chairman Cobey then recognized Ms. Cecilia Holden for our legislative report.

Legislative Report

❖ Ms. Cecilia Holden (Legislative Director, NC State Board of Education)

Ms. Holden stated that the legislative team has put together the 2017 legislative report for education legislation, which was a book that many Board member received last year. She added that it was finished except for what will occur this week in the General Assembly. Hardcopies will be made available upon request only and otherwise, it will be available online.

Ms. Holden stated that the General Assembly was in session and Senate Bill 582 that has been through the House committee on Wednesday, will be voted on today by the House and most likely by the Senate. The bill contains many technical corrections some requested by the agency and others were not requested. Some that were requested did not end up in the bill. Ms. Holden stated that one technical correction in Senate Bill 592 was on principal pay, and another one pertains to Ed TPA and highly qualified teachers. A report date change was also included pertaining to the Cooperative Innovative High School and Community College report. They also received a career and technical education grade expansion grant date extension that allows the grant requests received from the field to be extended by approximately another month. She also noted that there was a technical correction in the bill pertaining to the needs-based public school capital fund. Ms. Holden talked about each technical correction made in Senate Bill 592 that pertained to K-12 education.

Ms. Holden reminded the Board that we had requested a technical correction that would resolve the issue for principals who were paid on the teacher salary schedule. There was a select group of individuals that, if paid on the teacher salary schedule with longevity, would actually make more than they would have if they were paid on the new principal salary schedule. Based on the legislation from this short session, that group of individuals is not being held harmless, and, therefore, stand to lose money through the new principal pay plan. She noted that the technical correction that made it through committee would be voted on today would resolve that piece of the legislation. Having said that, Ms. Holden indicated that she does not anticipate that there are any scenarios this school year where you will see any principals losing money based on the new pay plan. Ms. Holden stated that we need an extension of the hold-harmless across the board for any principal that stands to lose pay; however, that was not included on the bill that came out of the House committee that was voted on last night. She added that she was still hopeful, but it was not in SB 582 that will be voted on. She is hopeful that, if not addressed now, it will be in January. She added that they will continue to work on that based on numbers that they have received internally. They are anticipating approximately 350 principals potentially fall into that category.

Chairman Cobey asked if they are talking about the hold-harmless after this year and if the six-month contract renewal was a state provision. Ms. Holden replied that it was a local contract. Dr. Williamson added that they asked for a six-month notification from principals who did not intend to renew their contracts for the following year. He also noted that there was a principal shortage and this simply adds to the shortage. Dr. Williamson noted that those principals are our most experienced principals. Mr. McDevitt asked what was the logic for not passing this. He added that we are placing vulnerability on the number of principals for a pay cut in the long term. Those principals must make some decisions in some cases six months and in all cases, make some decisions. Mr. McDevitt added there was that lack of incentive to even go into being a principal. He also added that we've got the low-performing schools where we are trying to provide some leadership. Ms. Holden replied that she believes that everyone was in agreement and was very thankful for \$35 million of the \$40 million dollars infusion into the principal pay plan. She added that she did not believe that it was intended that there be this sort of consternation based on the legislation. Ms. Holden stated that based on what she heard last night, when they do extend the hold-harmless, that it would be done right, and she has offered many different options for consideration and Board members have done the same thing. Mr. Davis made two suggestions to Dr. Williamson's comments, stating that he hopes all our superintendents across the state, if they must act locally to fix this problem, will tell the Board the impact of those actions. He asked that they also share what they planned to use that money for that they will no longer be able to use that for. His second suggestion was that he believes all of them around this dais were of unified opinion on this. He suggested that the State Board with the State Superintendent, in one unified position, send a clear communication to General Assembly

leadership of the desire for this hold-harmless clause to be extended another year. Chairman Cobey stated that this would be discussed during the work session but if the Board wants to direct them to do that, he was comfortable with it. Superintendent Johnson stated that the General Assembly has infused \$35 million more into principal pay. They have created a structure that rewards principals who lead in some of the most challenging circumstances and drive results. The hold-harmless will go forward for a year, and this is a conversation that he was willing to have with the General Assembly, but he does not want to lose sight of the fact that new plan best rewards those principals who go into the toughest circumstances and drive results. Mr. Collins stated that he did not believe there was any merit to any argument potentially forcing 300+ principals to take early retirement; he expressed would hope that the Superintendent recognizes that. He added that this Board recognizes it and the education community recognizes it. Mr. Collins also stated that we should all stand up and support those principals and their leadership.

Chairman Cobey recognized Superintendent Johnson for a report to the Board.

STATE SUPERINTENDENT'S REPORT

Superintendent Johnson stated even more good news that was going on around the department and the state. He noted that the State Educational Technology Director's Association released a study about state-wide Wi-Fi. North Carolina has been mentioned in their latest paper which explores the steps states are taking to address wireless equity and gaps that exist among their schools. North Carolina is one of the four states highlighted for its work. He also noted that the article talks about the work that addresses the connectivity gaps and how we might close those gaps. Superintendent Johnson read a quote from the article "in our nationwide review of state approaches, we found North Carolina's model to be one of the most effective in the country."

Superintendent Johnson recognized special guests in the audience: The 2017 Winners of the North Carolina Symphony's prestigious Music Educator Awards. Three music teachers from three different North Carolina counties were winners of this award. These annual awards recognize outstanding teachers who make a lasting difference in the lives of students of all abilities and backgrounds, and they inspire students to reach higher musical standards and instill the love of music at an early age.

- Mr. Jeremy Tucker, NCDPI
- Ms. Christine Allen White, Lenoir County
- Mr. David Clark, Chatham County

Superintendent Johnson also talked about the ArtsR4Life Conference which was held on September 9 at Meredith College, noting that the arts are part of the well-rounded education. He added that there was a panel discussion which consisted of the art teacher, Tony Award winner, Mr. Corey Mitchell and film producer, Mr. Robin Gray, and two students from the documentary, "*Purple Dreams*."

He also acknowledged the 2017 National Blue Ribbon Honors for Six North Carolina Schools. He shared that this program honors public and private high schools where students achieve very high learning standards or are making notable improvements to close the achievement gap. Superintendent Johnson shared that the following six schools will be in Washington, DC, in November to celebrate this great accomplishment.

- ➤ Brunswick County Early College High School Supply
- ➤ Clear Creek Elementary School Hendersonville
- Davis Drive Middle School Cary
- ➤ Highland School of Technology Gastonia
- Riverbend Elementary School Clyde
- Metrolina Regional Scholars Academy Charlotte

Superintendent Johnson stated that we are approaching the 10-year anniversary one of the North Carolina virtual Public school. It has been a great success and this was the largest fall enrollment to date. Almost 30,000 students have been enrolled for take advantage of this opportunity.

Superintendent Johnson visited Cumberland County. He noted that one of his priorities was to highlight students that there are multiple pathways to success. The Superintendent shared photos at the Cumberland County Polytechnic High School which was on

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the Cumberland County Community College campus. A blend of students attend the early college, knowing that they wanted to get credits to help make college more affordable. Superintendent Johnson talked about students who were getting job training while in high school and would graduate with a high school diploma and an Associate's Degree. He shared the example of the shortage of welders in North Carolina. Superintendent Johnson also participated in the celebration of 100 years of school buses in North Carolina.

Mr. Alcorn requested from the State Superintendent, if possible, next month he include a couple of things on his presentation that will help the Board with its clarity and consistency of message. One topic was the budget cuts and how DPI is handling that from the Superintendent's perspective. He noted that there are fewer employees and more requirements that he knows are challenging; the situation is also a recipe for low morale and mistakes. Mr. Alcorn added that he would like to hear from the Superintendent's perspective. He noted that he appreciates the good news in the Superintendent's Report, but the elephant in the room is budget cuts and the future budget cuts. The second topic he would like to hear about is what he hears from the principal's and the teachers, and how from your leadership, you may be able to help them. Mr. Alcorn noted that Mr. Johnson is the face and the voice for the state, and we need to keep teachers and principals at the forefront of morale and appreciation.

Mr. McDevitt asked about the response rate of the NC Educators' Perspective Survey that Superintendent Johnson sent out. Superintendent Johnson replied that 60% of the teachers that respond would like to start school earlier to get the flexibility, and, surprisingly, almost 40% stated that they were okay with a later start. Superintendent Johnson received over 10,000 responses.

CONSENT AGENDA

Chairman Cobey moved to the Consent agenda. Noting that these items have either been before us in a prior month for discussion or are technical changes or routine reports that are non-contentious.

Upon motion by <u>Mr. Reginald Kenan</u> and seconded by <u>Mr. Gregory Alcorn</u>, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, SLA 11, SLA 12, SLA 13, SLA 14, SLA 15, SLA 16, BSOP 7, BSOP 8, BSOP 9, BSOP 10)

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE MEETING

(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)

CONSENT

SLA 11 - Policy Delineating the Components of the READY Accountability Model

SBE Strategic Plan

- **Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
 - **Objective 1.1:** Increase the cohort graduation rate.
 - **Objective 1.2:** Graduate students prepared for post-secondary education.
 - **Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.
 - **Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.
 - **Objective 1.5**: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Marie Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

The elementary and high school accountability components include student performance on end-of-grade assessments in English language arts/reading and mathematics at grades 3–8 and in science at grades 5 and 8. For high schools, the components of the model include: (1) NC Math 1, English II, and Biology end-of-course assessment results, (2) ACT results from a statewide administration of 11th grade students, (3) 4-year graduation rates, (4) Math Course Rigor, and (5) WorkKeys results from the

administration to Career and Technical Education Level II completers. In addition, (1) expected progress for English Learners (ELs) on the WIDA ACCESS 2.0 at grades 3–8 and high school and (2) growth on the aforementioned assessments are included in the accountability model for all schools.

As required by Session Law 2017-57, the statewide accountability model will meet the requirements for School Performance Grades and for the Every Student Succeeds Act. This policy specifies the components of the accountability model and the inclusion of assessments in each report: Status and Growth.

Accountability Services annually updates ACCT-020 to specify the components of the accountability model.

Recommendations:

Board members are asked to approve the updated policy.

CONSENT

SLA 12 – Alternative Schools' Accountability Models

SBE Strategic Plan

- **Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
 - **Objective 1.1:** Increase the cohort graduation rate.
 - **Objective 1.2:** Graduate students prepared for post-secondary education.
 - **Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.
 - **Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.
 - **Objective 1.5**: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Marie Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

In December 2014, the State Board of Education approved ACCT-038 which gives alternative schools three options in lieu of reporting a School Performance Grade:

- 1. Alternative school returns student scores to the home school for inclusion in the home school's A–F school performance grade,
- 2. Alternative school reports data on student achievement and growth, and receives a status of progressing, maintaining, or declining, but does not receive an A–F school performance grade, or
- 3. Alternative schools may submit their own alternative accountability models to the State Board of Education for approval.

As required in the policy, alternative schools submitted documentation for the requested options for the 2017–18 school year by September 22. The Accountability Services staff reviewed the requests and are presenting a summary of the options for Consent at the October meeting. Charter schools eligible under CHTR-020 are under review by the Charter School Advisory Board and pending approval may be presented at a later date.

Recommendations:

It is recommended that the SBE approve the alternative accountability options as presented.

CONSENT

SLA 13 – Report to the North Carolina General Assembly: Students with Disabilities – Report on Educational Performance of Children with Disabilities

Policy Implications: SL 2006-69 (HB 1908) and G.S. 115C-107.5

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

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- **Objective 1.1:** Increase the cohort graduation rate.
- **Objective 1.2:** Graduate students prepared for post-secondary education.
- **Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.
- **Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.
- **Objective 1.5**: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mr. William J. Hussey (Director, Exceptional Children)

Description:

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requires each state to submit a State Performance Plan/Annual Performance Report (SPP/APR). The SPP is a six-year performance plan that evaluates the State's efforts to implement the requirements of the IDEA and improve its results for students with disabilities. It describes how North Carolina will improve its performance on 17 prescribed indicators. Fourteen of the SPP indicators (Indicators 1-14) focus on educational outcomes for students with disabilities, as well as compliance with the IDEA. Indicators 15-16 review some of the State Education Agency's general supervision authority under the IDEA with regard to dispute resolution. Indicator 17 is the State Systemic Improvement Plan (SSIP) that focuses on results for students with disabilities. North Carolina established and/or used required measurable and rigorous targets for each of the 17 indicators and must report annually through the APR on the performance of the State.

The SPP/APR Indicators 1-16 were submitted to the United States Department of Education (USDOE) on February 1, 2016. Indicator 17/SSIP was submitted, as required, by April 1, 2016. Attached are the North Carolina Part B Annual Performance Report, Indicators 1-16 and Indicator 17, State Systemic Improvement Plan.

Recommendations:

It is requested that the State Board of Education accept this report for submission to the General Assembly.

CONSENT

<u>SLA 14 – Report to the North Carolina General Assembly: Students with Disabilities – Definition of Residence</u> <u>Policy Implications:</u> SL 2006-69 (HB 1908) and G.S. 115C-107.5

SBE Strategic Plan

- **Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
 - **Objective 1.1:** Increase the cohort graduation rate.
 - **Objective 1.2:** Graduate students prepared for post-secondary education.
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 - **Objective 1.5**: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mr. William J. Hussey (Director, Exceptional Children)

Description:

This item is submitted to the State Board of Education to comply with the following legislative mandate: the SBE shall require an annual census of all children with disabilities residing in the state. The census shall be conducted annually and shall be completed by October 15, submitted to the Governor and General Assembly and made available to the public by January 15 annually.

Recommendations:

It is requested that the State Board of Education accept this report for submission to the Governor and the General Assembly.

CONSENT

SLA 15 - Extended Content Standards for Math - Policy Amendments

Policy Implications: SBE# GRAD-010 and G.S. 115C-106.3 (1)

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.2: Graduate students prepared for post-secondary education.

Goal 2: Every student has a personalized education

Goal 5: Every student is healthy, safe and responsible

Objective 5.2 Promote healthy, active lifestyles for students

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children), and

Ms. Dreama McCoy (Section Chief, Exceptional Children)

Description:

If a student has been identified as a "child with a disability" as defined by G.S. 115C-106.3 (1) and has not earned a high school diploma, a local board of education shall award the student a Graduation Certificate and shall allow the student to participate in graduation exercises, provided the student has satisfied local, nonacademic graduation requirements and the State Board of Education policy.

Students with significant cognitive disabilities that pursue the certificate pathway are required to take six local elective courses. Two new elective courses were presented to the State board of Education and approved on September 7, 2017. These courses offer meaningful and relevant options that often are not accessible for this population of students. In addition, these courses will provide meaningful elective courses that ensure progress towards the students' post-secondary goals. These two new elective courses will be instructed over three years and will provide students with meaningful, relevant competencies that focus on vocational skills, community involvement, self-advocacy, and adaptive skills. The adoption and requirement of these courses as part of the graduation certificate requirements provide students the opportunity to obtain skills, resources, and knowledge to become independent and productive citizens.

The Department of Public Instruction recommends the policy amendment on the following page, Graduation Certificates and Participation for Students with Disabilities. This amendment will reflect the two-new required Extended Content Course Electives for students entering the 9th grade SY 2019-20 (1) NC Vocational Preparation and (2) Health, Safety and Independent Living. These two courses should allow for a minimum of two credit electives and a maximum of six credit electives. Additional elective courses may come from Occupational Preparation I, II, II, IV or Career Technical Education electives.

Recommendations:

It is recommended that the State Board approve the proposed changes to the Graduation Policy Manual at the October 2017 State Board of Education meeting.

CONSENT

<u>SLA 16 – Extended Content Standards – Vocational Prep: Health, Safety and Independent Living – Policy Amendments</u> <u>Policy Implications:</u> SBE# GRAD-010 and G.S. 115C-106.3 (1)

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.2: Graduate students prepared for post-secondary education.

Goal 2: Every student has a personalized education

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Recommendations:

It is recommended that the State Board approve the proposed changes to the Graduation Policy Manual at the October 2017 State Board of Education meeting.

BUSINESS OPERATIONS COMMITTEE MEETING (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

CONSENT

BSOP 7 - General Assembly Report: After-School Quality Improvement Competitive Grants

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

Description:

In the summer of 2014, The North Carolina General Assembly appropriated five million dollars (\$5,000,000) in state funds for the After-School Quality Improvement Grant Program (ASQIG) to be administered by the Department of Public Instruction—as part of the Competitive Grants to Improve After-School Services Act [Session 2013—Section 8.19.(a-e)]. Organizations were eligible to receive two-year grants of up to five hundred thousand dollars (\$500,000) a year, based on the proposed number of students served, with an option for a third year of funding. For 2014-15, seventeen (17) organizations were approved by the State Board of Education (SBE) for a total of \$4,784,539.

On September 9, 2015, the General Assembly appropriated six million dollars (\$6,000,000) in State funds to provide a second-year grant to grant recipients approved under the After-School Quality Improvement Grant Program pursuant to Section 8.19 of S.L. 2014-100. With the remaining funds, the SBE approved four (4) additional programs for a total of \$1,108,480.

In the summer of 2016, for the third year of this grant program, the North Carolina General Assembly reduced the total funds appropriated for the ASQIG Program to \$3,215,371.

The Department of Public Instruction must provide interim reports on the grant program to the Joint Legislative Education Oversight Committee by September 15 of each year. This report includes the final results of the program and recommendations regarding effective after-school program models, standards, and performance measures based on student performance, leveraging of community-based resources to expand student access to learning activities and academic support, and the experience of the grant recipients.

Recommendations:

It is recommended that the SBE give approval to submit the report to the JLEOC by the due date.

CONSENT

BSOP 8 - Voluntary Shared Leave Report by Local Education Agency - Fiscal Year 2016-17

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

This report provides the details on the amount and cost of leave donated, and the amount and cost of leave used as part of the Voluntary Shared Leave program in each Local Education Agency (LEA).

Recommendations:

It is recommended that the State Board of Education approve the report as presented.

CONSENT

<u>BSOP 9 - Report to the North Carolina General Assembly: State Board of Education Waivers of State Laws or Rules</u> Granted to Local Education Agencies

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Pursuant to Session Law HB97 (SL 2015-241) Section 8A.6a, the North Carolina State Board of Education (NCSBE) is required to submit an annual report on waivers granted to local education agencies. The attached report lists current waivers granted by the NCSBE to state laws, where permissible, or to its own rules. This report will be updated annually and presented to the NCSBE in October of each year.

Recommendations:

The SBE is asked to approve the report for submission to the Joint Legislative Education Oversight Committee by October 16, 2017.

CONSENT

BSOP 10 – CTE Credential Tier Designations

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further, education and citizenship.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Presenter(s): Dr. Marie Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Mrs. Kimberly MacDonald (Senior Analyst, Career and Technical Education Division)

Description:

House Bill 840 awards CTE teachers bonus pay based on the number of industry credentials/certifications earned by their students. The amount of bonus is to be determined by ranking credentials based on academic rigor and the value of the credential to employers. The legislation requires the State Board to work with the North Carolina Department of Commerce to develop the ranking.

While all of the CTE reported credentials have value to students, they are not equal in academic rigor or employer demand. The attachment provided shows three tiers of credentials. Tier One represents credentials that have the lowest academic rigor (required instructional hours for mastery) and/or little or no demand from employers. Tier Two includes credentials with greater rigor (more than 67.5 hours of instruction) and alignment to careers that have good growth potential. Tier Three credentials have the highest rigor (often spanning more than one course of instruction) and strong alignment to jobs that are in high demand.

For purposes of awarding teacher bonus pay, Tier Two credentials will be paid at \$25 each, up to the maximum amount and Tier Three will be paid at \$50 each, up to the maximum amount. Tier One credentials are not eligible for teacher bonus pay. This ranking of credentials will be referenced in the Allotment Policy Manual and used as the basis for determining teacher bonuses.

DPI staff is recommending the following changes/adjustments to the Tiers approved by the SBE last year.

Credential updates include:

- Tier One Additions:
- American Heart Association Basic Life Support and Heartsaver First Aid
- CFNC.org Certified Financial Basics for High School and Beyond
- Entrepreneurship and Small Business Certification Exam
- OSHA 10-Hour Industry Certification (Healthcare)
- Pre-Professional Assessment and Certification in Fashion, Textiles, and Apparel
- Pre-Professional Assessment and Certification in Food Science Fundamentals
- Tier Two Additions:
- ASE MLR Student Certification (reevaluated and moved up from tier one)
- Food Protection Manager Certification
- Tier Three Additions:
- ASE G1 MLR (reevaluated and moved up from tier one)
- ProStart National Certificate of Achievement (COA) at \$50

Recommendations:

It is recommended that the State Board of Education approve the recommended additions to the CTE Credential Tier Designation List as presented.

BUSINESS OPERATIONS COMMITTEE MEETING (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

ACTION

BSOP 1 – Principal Performance Bonuses

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its

students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of

Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director,

School Business Division)

Appropriations Bill 2017-57 Section 8.4 appropriates \$7,000,000 for bonuses for two bonus programs for principals based on the Education Value-Added Assessment System (EVAAS) growth index score for the school.

The two bonus programs are as follow:

1. A bonus for principals who supervised a school which had a 2016-17 growth score in the top 50% of the schools in the state.

2. A bonus for principals who supervised a school that either met or did not meet expected growth in 2015-16, but exceeded growth in 2016-17.

Recommendations:

It is recommended that the State Board of Education approve the proposed policy.

Discussion/Comments:

• BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.

This item was presented for Action during the October 2017 State Board of Education meeting. (See Attachment BSOP 1)

Upon motion by Mr. Gregory Alcorn and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Principal Performance Bonuses, as presented. (See attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 - School Bus Driver Salary Range Adjustment

Policy Implications: SBE# SLRY-000

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its

students, parents, and educators

Objective 4:3: Use State and federal funding according to State and federal laws and State Board of

Education policies

Presenter(s): Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support Division) and Mr. Kevin

Harrison (Section Chief, Transportation Services Section)

Description:

Session Law 2017-57, the Appropriations Act of 2017, allotted funds for salary increases specific to school bus drivers. The current salary range for pay grade 51 does not support the salary increases for bus drivers. It is therefore necessary to modify the Salary Schedules Referenced in SLRY-000 to create a temporary split of bus drivers into a new pay grade, 51B.

This item is being requested as Action on First Reading due to the urgency in ensuring accurate salaries for public school personnel, and to ensure that the SBE policies are consistent with legislation.

Recommendations:

It is recommended that the State Board of Education approve the modifications.

Discussion/Comments:

BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.

This item was presented for Action on First Reading during the October 2017 State Board of Education meeting. (See Attachment BSOP 2)

Upon motion by Mr. Gregory Alcorn and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the School Bus Driver Salary Range Adjustment, as presented. (See attachment BSOP 2)

ACTION ON FIRST READING

BSOP 3 – Sample RFPs and Contracts for Civil Enforcement of Stop-Arm Violations

SBE Strategic Plan:

Goal 5: Every student is healthy, safe, and responsible

Objective 5.1: Create and maintain a safe and respectful school environment

Presenter(s): Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support Division), Mr. Kevin Harrison (Section Chief, Transportation Services Section), and Ms. Joni Robbins, Section Chief, Purchasing and Contracts Section)

Description:

Session Law 2017-188 allows local governments to enact an ordinance to provide for civil penalties for the owner of any vehicle that violates school bus stop-arm laws. Section 6 requires that the State Board of Education provide a model request for proposals (RFP) and a model contract so that local boards may use them as a starting point to seek private companies to provide stop-arm cameras and services related to an enacted ordinance. This item is being requested as Action on First Reading due to the requirement that these models be in place within 90 days of the enactment of the legislation.

Recommendations:

It is recommended that the State Board of Education approve the proposed RFP models.

Discussion/Comments:

• BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.

This item was presented for Action on First Reading during the October 2017 State Board of Education meeting. (See Attachment BSOP 3)

Upon motion by <u>Mr. Gregory Alcorn</u> and seconded by <u>Ms. Rebecca Taylor</u>, the Board voted unanimously to approve the Sample RFPs and Contracts for Civil Enforcement of Stop-Arm Violations, as presented. (See attachment BSOP 3)

DISCUSSION

BSOP 4 – Required Stop-Arm Violation Camera Signage

SBE Strategic Plan:

Goal 5: Every student is healthy, safe, and responsible

Objective 5.1: Create and maintain a safe and respectful school environment

Presenter(s): Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support Division), Mr. Kevin Harrison (Section Chief, Transportation Services Section), and Ms. Joni Robbins (Section Chief, Purchasing and Contracts Section)

Description:

Session Law 2017-188 allows local governments to enact an ordinance to provide for civil penalties for the owner of any vehicle which violates school bus stop-arm laws. 153A-246(c) requires that any school bus equipped with a camera for this purpose must be identified by appropriate warning signs. Those signs must be consistent with a statewide standard adopted by the State Board of Education.

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Recommendations:

It is recommended that the State Board of Education approve the signage and policy modifications.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.
- This item will return next month for action.

This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment BSOP 4)

DISCUSSION

BSOP 5 - Amendment to SBE Third-Grade Reading Bonus, AP/IB Bonus, and CTE Bonus Policy

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Appropriations Bill 2017-57 Section 8.8 revises the 2017-18 bonus program for third-grade reading teachers, Advanced Placement/International Baccalaureate teachers and Career Technical Education teachers. In addition, Section 8.8C revises the third-grade reading bonus for 2018-19.

The revisions for 2016-17 include:

Third Grade Reading Bonus

- Removing the requirement for the teacher to be licensed to be qualified
- Removing the requirement for the teacher to be teaching third-grade the following school year to be qualified

AP/IB Bonuses and CTE bonuses

- Adding Cambridge AICE exams in the definition of advanced courses
- Including all teachers in public schools
- Increasing the maximum bonus to \$3,500 per teacher

Recommendations:

It is recommended that the State Board of Education discuss the proposed policy amendment.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.
- This item will return next month for action.

The item is presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment BSOP 5)

DISCUSSION

<u>BSOP 6 – Fourth and Fifth-Grade Reading Teacher Bonus and Fourth-to-Eighth Grade Math Teacher Bonus</u> SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis

Schauss (Director, School Business Division)

Description:

Appropriations Bill S.L 2017-57, Section 8.8D and Section 8.8E, appropriates funds for bonuses for fourth and fifth- grade reading teachers and for fourth to eighth-grade math teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for third-grade reading.

\$4,735,416 is appropriated to provide \$2,150 to fourth and fifth-grade reading teachers for each of the criteria met below as follow:

- 1. The teacher is in the top 25% of teachers in the state according to the EVAAS student growth index score for fourth or fifth-grade reading from the previous school year.
- 2. The teacher is in the top 25% of teachers in the teacher's respective local school administrative unit according to the EVAAS student growth index score for fourth or fifth-grade reading from the previous school year.

\$7,935,178 is appropriated to provide \$2,150 to fourth to eighth-grade math teachers for each of the criteria met below as follow:

- 1. The teacher is in the top 25% of teachers in the state according to the EVAAS student growth index score for fourth to eighth grade math from the previous school year.
- 2. The teacher is in the top 25% of teachers in the teacher's respective local school administrative unit according to the EVAAS student growth index score for fourth to eighth-grade math from the previous school year.

Recommendations:

It is recommended that the State Board of Education discuss the proposed policy.

Discussion/Comments:

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.
- This item will return next month for action.

Update on Contracts

EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING (Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ACTION

ES&P 1 – Amendment to General Licensure Requirements Policy: LICN-001

Policy Implications: SBE# LICN-001

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas R. Tomberlin (Director of Educator Human

Capital Policy and Research), Ms. Susan Ruiz (Section Chief, Licensure)

Description:

NCDPI recommends changes to Section 1.20 – Types of Licenses of policy LICN-001. Current SBE policy does not define how a teacher can re-enter the teaching profession if he/she fails to convert the initial license to a continuing license. NCDPI recommends that an individual be allowed to apply for an initial teaching license once all testing and/or coursework requirements have been met. NCDPI also recommends making August 15th the end of the academic year for testing purposes. NCDPI recommends defining the number of workdays (120) required to constitute a year of teaching. Additionally, NCDPI is making technical corrections to the policy that clearly establish testing time frames for all initially licensed teachers. A similar technical correction was made to policy LICN-003.

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Recommendations:

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

Discussion/Comments:

• ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee on Wednesday.

This item was presented for Action during the October 2017 State Board of Education meeting. (See Attachment ES&P 1)

Upon motion by <u>Dr. Olivia Oxendine</u> and seconded by <u>Mr. Reginald Kenan</u>, the Board voted unanimously to approve the Amendment to Licensure Requirements Policy: LICN-001, as presented. (See attachment ES&P 1)

ACTION ON FIRST READING

ES&P 2 – Educator Preparation Program Approvals for Institutions of Higher Education

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Andrew Sioberg (Service Support Coordinator, Education Preparation)

Description:

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval.

Recommendation:

This item is presented for Action on First Reading at the October 2017 SBE meeting.

Discussion/Comments:

• ES&P Committee Vice Chair Mr. Eric Davis noted a thorough discussion of this item during the Committee meeting on Wednesday.

This item was presented for Action on First Reading during the October 2017 State Board of Education meeting. (See Attachment ES&P 2)

Upon motion by Mr. Eric Davis and seconded by Mr. A.L. Collins, the Board voted unanimously to approve the Educator Preparation Program Approvals for Institutions of Higher Education, as presented. (See attachment ES&P 2)

NEW BUSINESS

- Preparing Educators to Support Career and College Readiness
 - **❖** Ms. Cynthia Floyd (title, department)

Ms. Floyd provided a detailed report with recommendations from the North Carolina School Counseling Strategic Leadership Team on preparing educators to support career and college readiness for students.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

DISCUSSION

<u>EICS 1 – NC Innovative School District List of Qualifying Schools Under Final Consideration for Transfer into the Innovative School District</u>

SBE Strategic Plan:

Presenter(s): Dr. Eric Hall, NC Innovative School District Superintendent

Description:

The Innovative School District (ISD) Superintendent will provide a brief review of the criteria for qualifying schools for the Innovative School District, based on G.S. 115C-75.5 (attached). The ISD Superintendent will also review the process for evaluating qualifying schools for final consideration and feedback from engagement with local school district superintendents, principals, county commissioners and local communities. At the completion of this review, the ISD Superintendent provided the SBE a list of specific schools for final consideration and possible transfer to the ISD for the 2018/2019 school year, as well as future action required by the SBE as part of this process. After this public release of names of specific schools under consideration for transfer into the ISD and supporting information, ISD Superintendent shall request consideration and discussion from the SBE, with possible final selection and approval by the State Board in November or December.

Recommendations:

None at this time.

Discussion/Comments:

- EICS 2 Committee Chair Ms. Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- Dr. Hall provided an update from yesterday's discussion. He stated that, based on some deadlines and technical corrections request, and based on the report from Ms. Cecilia Holden, those extensions were not being granted now as part of the technical corrections. As it stands right now, by October 15, in the existing statute, Dr. Hall will have to make an official notice to the school boards locally, that he intends to recommend to the school board to the SBE for selection.
- The four districts were Glenn Elementary, Durham County; Williford Elementary, Nash Rocky Mount; Willis Hare Elementary, Northampton County; Southside Ashpole, Robeson County; R.B. Dean in Robeson County may be an alternate as they engage more and collect more data.

This item was presented as Discussion during the October 2017 State Board of Education meeting. (See Attachment EICS 1)

MOVED TO ACTION ON FIRST READING

DISCUSSION

EICS 2 – Request to Transfer Non-Profit Entity and 50 (C) 3 of Invest Collegiate Imagine Charter School

Policy Implications: SBE# CHTR-014

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Per G.S. 115C-218.5 and State Board of Education (SBE) policy CHTR-014, a material revision to an approved charter application requires SBE approval. Transferring the charter to another nonprofit entity and establishing a subsequent 501c3 status requires SBE approval.

Invest Collegiate Imagine (Buncombe) opened in 2014 under the Invest Collegiate Consortium (ICC). The Board of Directors of ICC currently operate two campuses (Invest Collegiate Imagine – Buncombe and Invest Collegiate Transform – Mecklenburg). Invest Collegiate Imagine specifically requests to transfer its charter to another nonprofit entity (Invest Collegiate Imagine) and establish another 501c3 should the SBE approve this request.

Three reasons exist for this request (see attached):

- 4. Financial debts of the Mecklenburg campus have made financial ventures difficult for the Buncombe campus;
- 5. Legal debts of one school influence both campuses and proves beneficial for each school to have its separate nonprofit and 501c3 statuses; and
- 6. Practical one board serving multiple campuses in 2 different parts of the state proves to be challenging. One board for each campus would be more practical.

Recommendations:

The Office of Charter Schools recommends that the SBE approve this amendment request for Invest Collegiate Imagine.

Discussion/Comments:

- EICS 2 Committee Chair Ms. Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- Chairman Cobey stated without objection, that this item be moved to Action on First Reading.

This item was presented for Discussion and Moved to Action on First Reading during the October 2017 State Board of Education meeting. (See Attachment EICS 2)

Upon motion by Ms. Rebecca Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the *Invest Collegiate Transformation Request to Change its 501(c) (3), as presented. (See attachment EICS 2)*

DISCUSSION

EICS 3 – 2017 Charter Application Fast Track and Acceleration Request

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

Per HB 800 (S.L. 2017-173), passed July 21, 2017, the SBE must make final decisions regarding "fast-track" applicants in less than 120 days of the application submission date. SBE policy CHTR-013 and the approved charter application Timeline and Process allows for priority consideration for applicants seeking acceleration.

Applicants submitted application on or before September 22, 2017, at 5:00 pm. Upon submission, the Office of Charter Schools (OCS) determined that 6 applicants have requested "Fast-Track" and "Acceleration" consideration, meaning the schools will open the fall of 2018 should the SBE approve their requests. The Charter Schools Advisory Board will review each of the respective "Fast-Track" applicants at their October 2017 meeting while reviewing Acceleration requests at a later meeting. The CSAB may make a recommendation to the SBE for action at its November meeting.

The applicants seeking "Fast-Track" consideration are:

Cardinal Charter Academy West Campus - Chatham County

The applicants seeking "Acceleration" consideration are:

- Achievement Charter School Harnett County
- Apprentice Academy HS of NC Union County
- Hobgood Academy Charter School Halifax County
- Mountain Island Day School Mecklenburg County
- STARMOUNT Charter Academy Guilford County

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Recommendations:

Pending Charter Schools Advisory Board review and recommendation at its October 2017 meeting.

Discussion/Comments:

- EICS 3 Committee Chair Ms. Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- Dr. Townsend-Smith presented six applicants for groups requesting special consideration. This group requested either acceleration or fast-track. Dr. Townsend Smith noted that these applications will be presented to the CSAB next week, to return with a recommendation to the SBE for approval in November.

This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment EICS 3)

DISCUSSION

EICS 4 – 2016-17 Report to the North Carolina Joint Legislative Education Oversight Committee: Low-Performing Districts and Schools, Improvement Planning and Statewide Results

SBE Strategic Plan:

- **Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
 - **Objective 1.1:** Increase the cohort graduation rate.
 - **Objective 1.2:** Graduate students prepared for post-secondary education.
 - Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.
 - Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.
 - **Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP). Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation)

The following report provides a brief summary of legislation about the definition of low performing schools and low performing local school administrative units. Included in the report are the final results of performance and growth data for low performing districts and schools for the 2016–17 school year. Also included in the report is the current list of Recurring Low Performing Schools, eligible to submit a Reform Model application. The following bullets provide highlights from the report:

When comparing the results from 2015-16 to 2016-17, there is an overall increase of 16 low performing schools, from 489 to 505. The same is true when comparing the low performing districts in 2015-16 to 2016-17, with a net increase of 1. 100% of the District and School plans were submitted, reviewed and posted to the NC Department of Public Instruction website for the 2016-2017 academic year. The 2017-18 low performing school plans will utilize the NCStar management tool to submit and monitor progress for each low performing school.

The Department of Public Instruction will provide feedback on all of the low performing school improvement plans entered in NCStar.

Recommendations:

It is recommended that the State Board accept this report for discussion as written to be approved at the November State Board meeting and submitted to the JLEOC by the due date of November 15, 2017

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Nancy Barbour for this item.
- Dr. Barbour shared with the Board the JLEOC report for low-performing schools and districts and noted that it was an annual report and included the statutory requirements dealing with school districts in low-performing schools.

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This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment EICS 3)

NEW BUSINESS

- Innovation in Charter Schools Henderson Collegiate Charter School, Henderson, NC
 - ❖ Mr. Eric Sanchez, Henderson Collegiate Charter School

Mr. Eric Sanchez presented a case study on innovation and 2016-17 highlights on how successful Henderson Collegiate Charter School has been.

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE MEETING

(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)

ACTION ON FIRST READING

SLA 1 – Report to the North Carolina General Assembly: Four-Year Cohort Graduation Rate SBE Strategic Plan:

Goal: Every student has a personalized education

Objective 2.5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Karla Casteen (Interim Director, K-3 Literacy)

Description:

The North Carolina Read to Achieve law (S.L. 2012-142 Section 7A) states that "The State Board of Education shall establish a uniform format for local boards of education to report the required information listed in subsection (a) and (b) of this section and shall provide the format to local boards of education no later than 90 days prior to the annual due date. The State Board of Education shall compile annually this information and submit a State-level summary to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Joint Legislative Education Oversight Committee by October 15 of each year, beginning with the 2014-15 school year."

Subsection (a) includes the state-wide numbers and percentages of students who demonstrate and do not demonstrate proficiency on the third-grade End-of-Grade (EOG) test for reading, students who take and pass an alternative assessment of reading comprehension, students who are retained for not demonstrating reading proficiency, and students who are exempt from retention for a Good Cause Exemption. This subsection also includes the number and percentage of first and second graders demonstrating and not demonstrating reading comprehension at grade level. Subsection (b) includes a description of all reading interventions provided to students who have been retained and the number of first and second-grade students attending a reading camp offered by the local board.

Recommendations:

The State Board of Education is asked to accept the report to the General Assembly Joint Legislative Education Oversight Committee on Read to Achieve Program Accountability Measures

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- The discussion included the need for strategies to increase the proficiency in third-grade reading and their desire for the State Superintendent to reflect on this report and bring back strategies to increase that proficiency.

Upon motion by Mr. Eric Davis and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve the Report to the North Carolina General Assembly: Read to Achieve Program Accountability Measures, as presented. (See attachment SLA 1)

This item was presented for Action during the October 2017 State Board of Education meeting. (See Attachment SLA 1)

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ACTION ON FIRST READING

SLA 2 – Changes to the 2016-17 Accountability Data

Policy Implications:

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments

and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Tammy

Howard (Director, Accountability Services)

Description:

Changes to the 2016–17 accountability data will be presented to the State Board of Education (SBE) for Action on First Reading at the October 2017 meeting.

Recommendations:

It is recommended that the State Board of Education approve the changes to the 2016–17 Accountability Data.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

Upon motion by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the Changes to the 2016-17 Accountability Data, as presented. (See attachment SLA 2)

This item was presented for Action during the October 2017 State Board of Education meeting. (See Attachment SLA 2)

DISCUSSION

SLA 3 – Report to the North Carolina General Assembly: Four-Year Cohort Graduation Rate

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) Office of the

Deputy State Superintendent), Dr. Tammy Howard (Director, Accountability Services)

Description:

Senate Bill 1246, Session Law 2010-111 directed the State Board of Education to develop a growth model for establishing short-term annual goals for improving the four-year cohort graduation rate and to establish a long-term goal of increasing the statewide four-year cohort graduation rate to one hundred percent. The State Board of Education is also required to report annually on

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progress toward graduation benchmarks and include strategies and recommendations for achieving those benchmarks. In September 2006, the State Board of Education established the expectation that one hundred percent of the students in North Carolina should graduate from high school when the Board adopted its mission that every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century.

The attached annual report on the Four-Year Cohort Graduation Rate provides the state-level data and district-level data for the 2016–17 school year.

Recommendations:

It is recommended that the State Board of Education approve the report as written.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 3)

DISCUSSION

SLA 4 – Financial Literacy Elective Course Pilot

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Delores Ali (Section Chief, Career and Technical Education)

Description:

Session Law 2017-57 requires a three-year Financial Literacy Elective Course Pilot Program to be established. The purpose of the Program is to determine the value of an in-depth high school elective course on personal financial literacy and the extent to which the course can provide high school students with the detailed knowledge and skills needed to become self-supporting and to make critical decisions regarding their personal finances. The program shall authorize and assist the selected local school administrative units in the implementation of a high school elective course on personal financial literacy. This course shall serve as an in-depth supplement to the instruction in personal financial literacy required pursuant to G.S. 115C 81(i). The components of the elective course shall include, at a minimum, detailed information on personal banking, credit card finance, student loan financing, mortgages, credit scoring and credit reports, borrowing money for an automobile or other large purchase, and best practices in personal finance.

The CTE Division currently supports, and the SBE has approved, a CTE course, Personal Finance, that meets the requirement of the legislation. The attached report details the support for the legislation by the current resources. CTE will continue to work with stakeholders to evaluate the course content, instructional resources, and make adjustments/recommendations as needed.

Recommendations:

CTE staff welcomes input from the SBE on the contents of the report.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 4)

DISCUSSION

SLA 5 - Career and Technical Education Essential Standards

SBE Strategic Plan:

Goal 3: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 3.1: Graduate students pursuing a CTE concentration prepared for careers.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mrs. Kimberly MacDonald (Senior Analyst, Division of Career and Technical Education)

Description:

CTE reviews and revises standards for courses every five years following an approved process. Some courses require revisions more often due to the technical nature of the content and the rate of change within certain industries. Based on these reviews, from time to time DPI finds that some courses are no longer relevant to industry trends and recommends removal of those courses from CTE Essential Standards. Similarly, when we discover gaps in offering new courses they are recommended for addition to the Essential Standards. It is important to remember that when courses are removed from state standards, LEAs may choose to offer similar content as Local Course Options to meet local needs. Students may also utilize CTE Advanced Studies to continue skill development.

DPI is recommending the following course updates for the 2018-2019 school year Essential Standards document:

- A global course description revision to the work-based learning opportunity descriptions for each course to build clarity for end
 users.
- In the Trade and Industrial Education area, the addition of Advanced Manufacturing I and II due to a skills gap identified by business and industry in the Manufacturing cluster for the state.
- It is recommended that the Woodworking III course be removed from the Essential Standards due to low enrollments statewide. The Woodworking III course would still be available for systems that would like to offer it as a Local Course Option.

Recommendations:

It is recommended that the School Board provide feedback and input on the proposed changes and return the Essential Standards document for approval at the November 2017 meeting.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 5)

DISCUSSION

SLA 6 - Career and Technical Education Credentials Report

SBE Strategic Plan:

Goal 3: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 3.1: Graduate students pursuing a CTE concentration prepared for careers.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mrs. Kimberly MacDonald (Senior Analyst, Division of Career and Technical Education)

The North Carolina Career and Technical Education 2016-17 Credentialing Data Report offers an accounting of information collected from the administration of different assessments in which students earned credentials. The raw data is disaggregated by local education agency, district, state, and industry credential. This data will be used to improve instruction.

This Credentialing Data report is also required pursuant to Session Law 2013-360. The 2016 budget allotted funds to enable secondary students to participate in credential exams and requires NCDPI to report to the Joint Legislative Education Oversight Committee on the number of CTE students who (i) earn community college credit and (ii) related industry certifications and

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credentials. There has been a dramatic increase in the number of credentials earned since DPI began collecting data in 2010-11, and our numbers have grown from 24,782 that year to 160,224 in 2016-17.

Recommendations:

DPI staff recommends that the State Board of Education approve the report as submitted.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 6)

DISCUSSION

SLA 7 - Council on Educational Services for Exceptional Children - Annual Report

SBE Strategic Plan:

Goal 2: Every student has a personalized education plan.

Objective 1: Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Mr. William J. Hussey (Director, Exceptional Children)

Description:

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities. This item presents the SBE with the Council's 2016-17 Annual Report.

Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the State.

In accordance with State Board of Education policy, the Council has 25 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, fourteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

Recommendations:

The State Board of Education is provided the Council's Annual Report for information.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 7)

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DISCUSSION

SLA 8 – SCOS-012: Review and Revision Process for the NC Standard Course of Study

Policy Implications: SBE#SC0S-012

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work,

further education, and citizenship.

Objective 1.2: Graduate students prepared for post-secondary education.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tiffany Perkins (Director Curriculum, Instruction and Standards)

Description:

Policy SCOS-012 is intended to guide the review, revision and implementation of the NC Standard Course of Study. The Division of K-12 Standards, Curriculum and Instruction has used this policy to guide the development of recommended changes to the most recently adopted K-12 math and K-12 English Language Arts (ELA) standards. As a result, we are recommending updating the policy to bring clarity to the purpose of the policy and steps required for review, revision and implementation of new standards.

Recommendations:

It is requested that the State Board discuss the proposed changes.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 8)

DISCUSSION

<u>SLA 9 – Approval of the Policy and Operational Procedures Manual for the Education Service for the Deaf and Blind.</u> SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship

Objective 1.2: Graduate students prepared for post-secondary education

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers

Goal 2: Every student has a personalized education

Objective 2.2: Increase the number of teachers and students using digital learning tools

Objective 2.3: Increase the number of schools designated as Science, Technology, Engineering and Mathematics (STEM)- or Global Education-ready

Goal 3: Every student, every day has excellent educators

Objective 3.3: Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

Objective 3.4: Increase the number of principals graduating from quality traditional and alternative educator preparation programs

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

Objective 4.3: Use State and federal funding according

Goal 5: Every student is healthy, safe, and responsible

Objective 5.1: Create and maintain a safe and respectful school environment

Objective 5.2: Promote healthy, active lifestyles for students

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

Description:

The Education Services for the Deaf and Blind (ESDB) is comprised of the Eastern North Carolina School for the Deaf (Wilson), the North Carolina School for the Deaf (Morganton), and the Governor Morehead School for the Blind (Raleigh). Previously, these schools operated under the Department of Health and Human Services and were governed by their policies and procedures. Now that these schools are governed by the State Board of Education (SBE), the "Policy and Operational Procedures Manual, October 2017" reflects revisions that align to governance by the SBE and the Department of Public Instruction. On June 2, 2016, the SBE approved 27 policies for the ESDB (ESDB-001 to ESDB-027). This Manual adds operational procedures to support those 27 policies and includes additional operational procedures to cover the overall scope of the schools' work. As the need arises, policies and procedures may be modified, and the Manual will be revised appropriately with SBE approval. A copy of the Manual is attached to this item.

Recommendations:

It is recommended that the North Carolina State Board of Education approve the "Policy and Operational Procedures Manual, October 2017" of the Education Services for the Deaf and Blind (ESDB).

Discussion/Comments:

SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.

This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 9)

DISCUSSION

SLA 10 – Report to the North Carolina General Assembly: High School Diploma Endorsement Report SBE Strategic Plan:

- **Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
 - 5. Increase the cohort graduation rate.
 - 6. Graduate students prepared for post-secondary education.
 - 7. Reduce the percentage of students needing remediation in post-secondary education.
 - 8. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Objective 1: Increase the number of students who graduate from high school with post-secondary credit.

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Sneha Shah-Coltrane (Director, Advanced Learning and Gifted Education)

Description:

Session Law 2013-1 requires the NC Department of Public Instruction to report to the General Assembly on the impact of awarding the high school diploma endorsements on high school graduation, college acceptance and remediation, and post-high school employment rates by November 15, 2017, and annually thereafter. The Career, College and College/UNC high school diploma endorsements were established in collaboration with UNC General Administration and the NC Community College System Office as a result of this legislation. The purpose of the endorsements is to recognize a more comprehensive outlook of student accomplishments beyond a single test score to indicate readiness for post-secondary plans. The attached report contains information about the student acquisition of these high school diploma endorsements in NC school districts and charter schools. Because these diploma endorsements were established in 2015, the impact of these diploma endorsements cannot yet be determined on the metrics indicated in the legislation.

Recommendations:

DPI staff recommends that the State Board of Education approve the report as submitted.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Ms. Sneha Shah-Coltrane for this item.
- No additional comments were made.

This item was presented for Discussion during the October 2017 State Board of Education meeting. (See Attachment SLA 10)

NEW BUSINESS

• Exceptional Children Graduation Update

Mr. William Hussey, Director, Exceptional Children

Mr. Hussey provided a terrific progress report on increasing our graduation rate of exceptional children based on a five-year cohort graduation rate.

• North Carolina High School to Community College Articulation Agreement

❖ Ms. Carol Short, Project Manager, Career Readiness Initiative

Ms. Short talked about the Articulation Agreement of North Carolina high schools to community colleges furthering the progress of our students and advanced education.

Chairman Cobey recognized Mr. Davis for a New Business item.

Mr. Davis moved that the State Board of Education direct the State Board Chair and State Superintendent to communicate to the General Assembly the State Board's appreciation for the additional funding for principal pay enacted in the 2017 long session, and, further, to communicate to the General Assembly the urgency in extending the principal pay hold-harmless provision to the 2018–19 school year to include taking this action within the current special called session, and no later than the next session that the General Assembly convenes.

Upon motion by <u>Mr. Eric Davis</u> and seconded by, <u>Ms. Patricia Willoughby</u>, Board members voted unanimously to approve that the State Board of Education direct the State Board Chair and State Superintendent to communicate to the General Assembly State Board's appreciation for the additional funding for principal pay enacted in the 2017 long session, and, further, to communicate to the General Assembly the urgency in extending the principal pay hold-harmless provision to the 2018–19 school year to include taking this action within the current special called session, and no later than the next session that the General Assembly convenes, as presented.

Chairman Cobey asked Ms. Holden to work with Mr. Davis in putting that document together today.

CHAIRMAN'S CLOSING COMMENTS

Chairman Cobey shared that this morning officially recognized the departure of three State Board of Education office members: Mr. Martez Hill, our former Executive Director, Ms. Katie Cornetto, our former Board attorney, and Ms. Laura Crumpler, assigned to the Board office and the Department by the Department of Justice for 27 years. Chairman Cobey called them forward in order that they were listed on the agenda. Chairman Cobey stated that they have a resolution honoring the service of each of them and will also present them with the State Board's Crystal Apple. Chairman Cobey asked Mr. Davis, Mr. Collins, and Ms. Taylor to read the resolutions for Mr. Hill, Ms. Cornetto, and Ms. Crumpler, respectively. They were invited for a photo with the Board members.

NORTH CAROLINA STATE BOARD OF EDUCATION **Resolution Honoring** JAMIE MARTEZ HILL

For His Outstanding Service: 2010 – 2017

- WHEREAS, the North Carolina State Board of Education takes great pride in the outstanding qualities and dedication of North Carolina citizens who serve public education through service to the State Board of Education; and
- WHEREAS, Jamie Martez Hill, has reflected these qualities in an exceptional manner during his seven years, so ably serving the State Board of Education as the Executive Director; and
- WHEREAS, the Board recognizes Mr. Hill's prior professional experiences uniquely qualified him for service to North Carolina's State Board of Education – serving both as a Policy Analyst in the Governor's Office of Planning and Budget and as the Policy Director in the Department of Education in Georgia, and serving as the Chief Deputy State Superintendent in Mississippi; and
- WHEREAS, Mr. Hill's education at Emory University and Duke University also prepared him well for his State Board of Education Executive Director's role, serving as a leading voice to the Board and the Department of Public Instruction in the formulation of policy for significant statewide initiatives that make a difference in children's lives and their futures; and
- WHEREAS, the members of the State Board of Education believe Mr. Hill's guidance and leadership of the State Board of Education Office staff created an Office that served the Board in an extraordinary and seamless manner; and
- WHEREAS, Mr. Hill also has a remarkable and admirable history as an avid volunteer who serves many non-profit organizations that strive to make a positive difference in the lives of at-risk children and that Mr. Hill has a deep sense of social responsibility, kindness, and compassion; and

NOW, THEREFORE, BE IT RESOLVED:

- That the Board bids a fond farewell to Mr. Jamie Martez Hill, a valued member of the State Board of Education's Office and the Department of Public Instruction; and
- That the Board expresses with great gratitude its sincere appreciation to Mr. Hill for his dedication and hard work to support public education in North Carolina and its admiration of his intellect and his insight into broad policy and program issues before the Board during his seven years, and wishes for him continued success and much happiness in the future, and
- That the Board, influenced by his commitment to serve at the highest level in a professional manner that has earned him the admiration and the respect of Board members and advisors and of all of his colleagues – both internal and external – directs the Secretary of the State Board of Education to enter a copy of this resolution into the official minutes of the State Board of Education, and that an appropriately signed copy be presented to Mr. Jamie Martez Hill.

William W. Cobey, Chairman Mark Johnson, State Superintendent North Carolina State Board of Education North Carolina Department of Public Instruction October 5, 2017

Mr. Hill offered a heartfelt thank you for their leadership and for their friendship. He added that he was eternally grateful for their support and encouragement as he transitioned to a new phase of his career. He also thanked the Board and Ms. West for this

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resolution. Mr. Hill shared that this resolution was less about the accomplishments about him, frankly, but is a story about a young boy who started in Head Start and was loved, supported, encouraged, and challenged by his family, his communities, and by the public education system. Mr. Hill stated that our challenge was to make that story a reality for all kids. Mr. Hill challenged and encouraged everyone to reflect to think with their head, their heart and soul, and then act, act of their specific space and make this a reality. Mr. Hill closed by offering a personal thanks to Chairman Cobey in finally recognizing the real North Carolina blue. Chairman Cobey stated we will miss Mr. Hill, and wished him Godspeed, and acknowledged that Mr. Hill will go on to bigger and better things as he continues his career.

Chairman Cobey recognized Mr. Collins to read the resolution honoring Ms. Katie Cornetto.

NORTH CAROLINA STATE BOARD OF EDUCATION

Resolution Honoring Katie Ghawi Cornetto For Her Outstanding Service 2008 –2017

- WHEREAS, the North Carolina State Board of Education takes great pride in the outstanding qualities and dedication of North Carolina citizens who have served public education through service to the State Board of Education; and
- WHEREAS, Katie Ghawi Cornetto, has reflected these qualities in an exceptional manner during her nine years, so ably serving the State Board of Education as the Board's Attorney; and
- WHEREAS, Ms. Cornetto's service to the Board has been exemplary and always in good form, representing both the Board and the Department of Public Instruction on many issues of significance to schools, school systems, public school educators and all public school children; and
- WHEREAS, Ms. Cornetto has used well her juris doctorate, earned at North Carolina Central University, to advise the Board and DPI on statewide matters on charter schools, contracts, personnel administration, litigation support, teacher licensure, administrative law, and constitutional law in a professional manner and with good judgment; and
- WHEREAS, under Ms. Cornetto's leadership, the State Board of Education's legal team has functioned as a competent, professional unit that acts with passion and dedication to serve the Board and the Department as it responds to significant legal issues; and
- WHEREAS, the State Board of Education praises Katie Ghawi Cornetto's intellect, good judgment, and tireless work in the Board Office and around the state that have made her a model leader in the practice of law on a daily basis, managing numerous and diverse issues and cases before the Board with great integrity and aplomb; and
- WHEREAS, the State Board of Education expresses its pride in Ms. Cornetto's ability to serve the Board and the Department in a manner that has earned her the respect and admiration of Board members, advisors, and Board and Department staff;

NOW, THEREFORE, BE IT RESOLVED:

- THAT, the North Carolina State Board of Education thanks Ms. Cornetto for her tireless and unselfish service to the Board and the Department; and
- THAT, the State Board of Education acknowledges to Katie Ghawi Cornetto that they see her sincerity and her goodness not only in her service to North Carolina but also in her dedication to her family and wishes her success and happiness in the future; and

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THAT, the State Board of Education directs the Secretary to the State Board of Education to enter a copy of this resolution into the official minutes of the State Board of Education, and that an appropriately signed copy be presented to Katie Ghawi Cornetto.

William W. Cobey, Jr., Chairman
North Carolina State Board of Education

Mark Johnson, State Superintendent
North Carolina Department of Public Instruction

October 5, 2017

Ms. Cornetto shared that nothing has been more satisfying than working with everyone at DPI. She added that they added a broad meaning to her life and she will take them to the next level, and appreciates everything that they have done for her. Ms. Cornetto thanked everyone and appreciates what the next level will mean to her and her family. Chairman Cobey thanked Ms. Cornetto for all that she has done for the Board and the Department during her years with the Board Office.

Chairman Cobey recognized Ms. Taylor to read the resolution honoring Ms. Katie Cornetto.

NORTH CAROLINA STATE BOARD OF EDUCATION

Resolution Honoring Laura E. Crumpler For Her Outstanding Service for Twenty-Seven Years

- WHEREAS, the North Carolina State Board of Education takes pride in the extraordinary qualities and dedication of the citizens who have served public education through service to the State Board of Education; and
- WHEREAS, Ms. Laura E. Crumpler reflected these qualities in an exceptional manner during her service to the Board through the North Carolina Attorney General's Office; and
- WHEREAS, Ms. Crumpler's experience as a teacher and the insight into the plight and needs of many children inspired her to become an attorney to gain the professional capacity to effectuate positive change in public education at a statewide level; and
- WHEREAS, Ms. Crumpler's countless and tireless hours invested in the practice of education law to defend the public education system, including the State Board of Education and the Department of Public Instruction, have resulted in the protection of the promise of North Carolina's constitution that "the people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right"; and
- WHEREAS, the Board praises Ms. Crumpler for her long-time work in the areas of licensure, general ligation, and public charter schools, as well as her many hours of involvement with Leandro v. North Carolina; and
- WHEREAS, the Board greatly admires the many exemplary personal qualities of Ms. Crumpler, including her passion for public education and the practice of education law; her respect for her colleagues both internal and external to the Board and the Department of Public Instruction; her ability to work collegially with all branches of government; and her doggedness at fighting for what is right; and
- NOW, THEREFORE, BE IT RESOLVED:
- THAT, the North Carolina State Board of Education expresses its admiration of and appreciation for Ms. Crumpler for her steadfast service and dedication; and

THAT, that the Board wishes Godspeed to Ms. Crumpler as she turns to the next page in the book of her life of dedication to defend the law on behalf of our most vulnerable citizens – our children - who cannot speak for themselves; and

THAT, that the Board, influenced by Ms. Crumpler's knowledge, insight, intellect, and commitment, directs the Secretary to the State Board of Education to enter a copy of this resolution into the official minutes of the Board, and that an appropriately signed copy be presented to Ms. Laura E. Crumpler.

William W. Cobey, Jr., Chairman North Carolina State Board of Education Mark Johnson, State Superintendent North Carolina Department of Public Instruction October 5, 2017

Ms. Crumpler shared that it was overwhelming to follow somebody like Mr. Martez Hill and Ms. Katie Cornetto to the podium. Ms. Crumpler echoed something that rang true about what Mr. Hill said, and that was "the luck with which she was raised, the luck with which she was born, was something that dawned on her at an early age." She added that she did not choose her parents, or the very lucky family to which she was born. But what a jumpstart she had as she realized early on that not everyone has that. As she reflected on the many accolades throughout her career, she always goes back to, a lot of this she did not earn, but a lot of this was given to her through no choice and no effort of her own. Ms. Crumpler stated that little did she realize when she was growing up in little Clinton, North Carolina, that she would end up here today. Little did she realize when she was teaching in a very rural school in Stokes County, with 20 of her 21 students on free lunch, with fifth graders as the head of household. She added that little did she know that there was a career out there where hopefully she could use her passion to make things a little bit better. Ms. Crumpler shared what she had gained from everybody in this room and from their predecessor, was the passion, whether it was exceptional children, charter schools, licensure, whether it was finance, and child nutrition. Hopefully that has made her a better person, not just a lawyer, but a better person. She added that she will go down fighting and will never stop fighting for kids. Ms. Crumpler thanked everyone for everything they have done and for everything that they continue to do for the children of North Carolina.

Mr. Collins moved that these three resolutions be adopted by the Board.

Upon motion by <u>Mr. A.L. Collins</u> and seconded by, <u>Mr. Eric Davis</u>, Board members voted unanimously that the Resolutions for Mr. Martez Hill, Ms. Katie Cornetto, and Ms. Laura Crumpler be Adopted by the Board, as presented.

Chairman Cobey stated that he looks forward to seeing you on October 31, except for Mr. Collins who will be representing the Board in Atlanta, on the campus on NC State University's Centennial Campus. Watch for more details in your email.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn.

Upon motion by Mr. Wayne McDevitt and seconded by, Mr. Gregory Alcorn, Board members voted unanimously to adjourn the October 4-5, 2017, meeting of the State Board of Education.